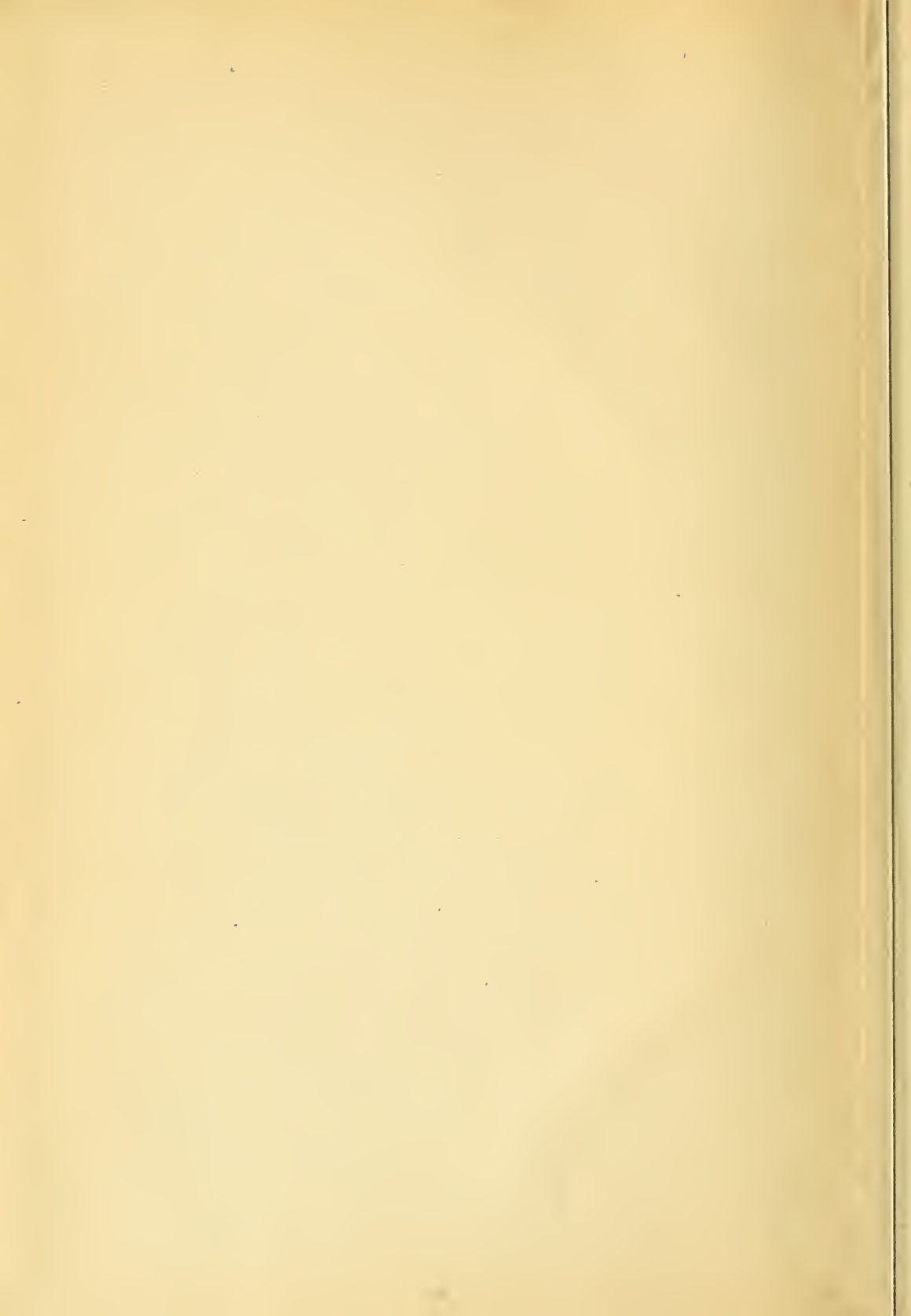


FORTY-SEVENTH
ANNUAL MEETING
OF THE
Maryland State Teachers' Association
OCEAN CITY, MD.
June 29th and 30th; July 1st and 2nd,
1914

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SUPT. WOODLAND C. PHILLIPS,
President.

FORTY-SEVENTH
ANNUAL MEETING

OF THE

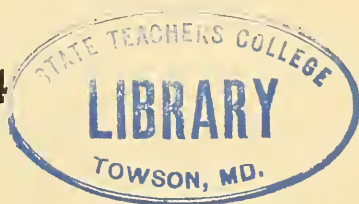
Maryland State

Teachers' Association

OCEAN CITY, MD.

June 29th and 30th; July 1st and 2nd,

1914



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PRESS OF
THE ADVERTISER-REPUBLICAN,
ANNAPOLIS, MD.

Maryland State Teachers' Association

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Centreville

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Frederick

Forty-Seventh Annual Meeting Maryland State Teachers' Association Ocean City, Md., June 29th, 1914.

The meeting was called to order by the President, Superintendent Woodland C. Phillips, of Howard County, at 8 P. M.

MR. PHILLIPS: Ladies and Gentlemen, as President of the Maryland State Teachers' Association, I have the honor to convene the forty-seventh annual conference.

Superintendent A. R. Spaid, of Dorchester County, will now lead us in prayer.

SUPT. A. R. SPAID: Let us bow our heads in prayer. Our Heavenly Father, at the close of this day and at the beginning of this meeting, we wish to express our thanks for Thy goodness to us in caring for our lives, and in blessing us in many ways. We come here this evening, our Heavenly Father, as a body of teachers to receive instruction and inspiration, and to at the same time rest from the labors of this year, and we trust that we come into this room this evening with a full understanding of the purpose for which we have met, and that at this time we will give to Thee the thanks due for the many good things that have entered into our lives during the past year, for the blessings that have come to us through the little people who have been under our care and instruction, and our Heavenly Father, tonight may no teacher feel that her work for the year has gone for naught. The seed has been sown, the harvest will come by and by, and may we all trust that the work has been well done.

This evening we would ask Thy blessings upon the officers of this Association. We would ask Thy blessings upon the State Superintendent, and his assistants, and those who are directing the educational work in the State of Maryland. These men and women throughout the State who are devoting their lives to this unselfish duty of instructing the youth. May they feel that God stands by everyone of them in the great work that they have to do, the work that they have chosen. May Thy blessings continue upon our meetings from day to day, and may we receive instruction and inspiration, and may we after we have brought our meeting to a close go to our homes feeling refreshed, feeling that we again are ready to take up our task for the new year, which will soon be upon us. Bless us, our Heavenly Father, in all the undertakings that we find before

us. May they all be entered into with enthusiasm, and with a hope that will carry any undertaking to its completion. Guide us in all we do, and at last save us in Heaven. For Jesus' sake, Amen.

MR. PHILLIPS: Ladies and gentlemen, it affords me great pleasure to present to you Mr. E. Clark Fontaine, Principal of High School at Pocomoke City, who will now deliver the "Address of Welcome."

Members of the Maryland State Teachers' Association,

Ladies and Gentlemen:

It is my pleasant duty at this, the opening session of your 47th annual meeting, to say a few words which will make you feel fully and freely at home.

It is my agreeable task on this occasion, in behalf of our County Superintendent, the school officials and the teachers of Worcester County, to extend the glad hand of hospitality to you—to assure you that we are gratified to have you with us again after a lapse of four years—to impress upon you that by reason of your personnel, as well as on account of the cause which you represent, we feel honored by your presence within our borders.

Really, this ancient formality, this time-honored custom of a formal address of welcome strikes me as rather superfluous at this particular juncture. As a matter of fact, Worcester County needs no representative tonight to extend the hand of welcome to the teachers of Maryland, testifying to her pleasure, to her gratification, as being again chosen as the meeting place of your annual assembly. The evidence of our pleasure, of our constant delight in your presence is so clear, so unmistakable that I am reminded of a story recently told by William H. Crane, the actor. Mr. Crane says he first learned what true love is by accidentally overhearing a conversation between a young man and a very pretty girl.

"And you are absolutely sure you love me," said she. "Love you," echoed the young fellow, "Why, darling, while I was bidding you good-bye on the porch last night in the moonlight, your dog bit a piece out of the calf of my leg, and I never noticed it till I got home."

Surely, no fair young maiden, no matter how sensitive, or how skeptical, could justly ask for more abundant proof of deep, undying affection, provided the evidence submitted corroborated the testimony, and yet the State Teachers' Association of Maryland possesses evidence just as conclusive, and testimony fully as overwhelming of their ever-welcome presence at Ocean City. I beg leave to recall to your minds in this connection the passage of a certain act by our recent legislature, known as the "Ocean City Educational Building Act." To the School Superintendent of Worcester County was delegated the sponsorship of this bill, and I know whereof I speak when I assert the claim, that E. W. McMaster, by his tactful, persuasive, persevering, untiring, never-say-die efforts in its behalf, as it pursued its dubious way through the devious and dark byways of legislative procedure, is largely responsible tonight



MR. E. CLARKE FONTAINE,
Principal Pocomoke City High School.



for its triumphant and final passage. "Welcome?" Well, I should say so. Through the efforts of our County Superintendent, it has been brought to pass that henceforth this Association has no earthly excuse for holding its annual convention anywhere else but within the limits of Worcester County, the passage of this important bill definitely and irrevocably establishing an ample, suitable and permanent home for you near the shores of the restful, inspiring Atlantic.

It is with very peculiar pleasure that we welcome you in our midst this evening. We think that we have fair and just reason to believe in the light of recent events that the year 1914 marks the real beginning of a new era in the history and progress of public education in our State. We have every reason to expect that a spirit of hopeful, optimistic enthusiasm and renewed, increased inspiration for future endeavor will abundantly characterize this, the 47th annual gathering of the Maryland State Teachers' Association. Last fall our State Board of Education in its 47th annual report submitted certain recommendations to be enacted into law for the increased efficiency of our public school system. You should feel gratified and hopeful tonight in the knowledge that the greater and most important part of these recommendations are now a part of the laws of Maryland, keen and effective tools for your future use. Thanks to the untiring and unflagging zeal of your Legislative Committee, you are able to anticipate with confidence tonight the early dawn of a day when trained efficient teachers will be the rule rather than the exception in the public schools of Maryland. The recent legislation providing for training courses in high schools, for summer schools, for additional appropriations to our State Normal Schools, as well as laws specifying the minimum training for teachers, and all this legislation supplemented, reinforced and made really effective by other laws providing a more ample compensation, and raising teaching to the dignity of a real profession, practically sound the death knell of the untrained, inefficient raw recruit with which your ranks have been filled each year in such large numbers. If our county school boards and trustees throughout the State are diligent and conscientious in seeing that these laws are rigidly enforced and reduced to practice, this one great obstacle which has clogged the wheels of educational progress in Maryland will be effectively and permanently removed.

Thanks also to the far-sighted wisdom, the enthusiasm and industry of our State Superintendent, and his able assistants, you can also predict with confidence tonight the dawn of an era of "enlightened, educated public opinion," an awakened social conscience in Maryland in matters pertaining to public education. I wish to go on record with the opinion that the best thing that ever happened to the public schools of this State has been the series of educational rallies conducted during the year just passed under the leadership of Dr. Stephens. Real progress in educational affairs in the last analysis depends on public interest, and public interest means public sympathy and public support, financial and moral as well.

This series of school fairs, through the instrumentality of which the public has been taken into the confidence of the school authorities, and shown to a degree never before attempted just what the school is doing, and is hoping to do, cannot fail to bring about a deeper sympathy between parents and teachers, a closer and more intelligent co-operation and relationship between the home and the school, which will finally result in what Dr. Stephens has termed "the millennium in school administration," fathers, mothers, teachers and children making common cause for a great common good—the end toward which all real education tends—the betterment of our common life.

I would be gratified to see some action taken by this Association at the present meeting which would tend to cement, to make permanent, to "clinch" as it were, the good results which have already ensued from these educational rallies.

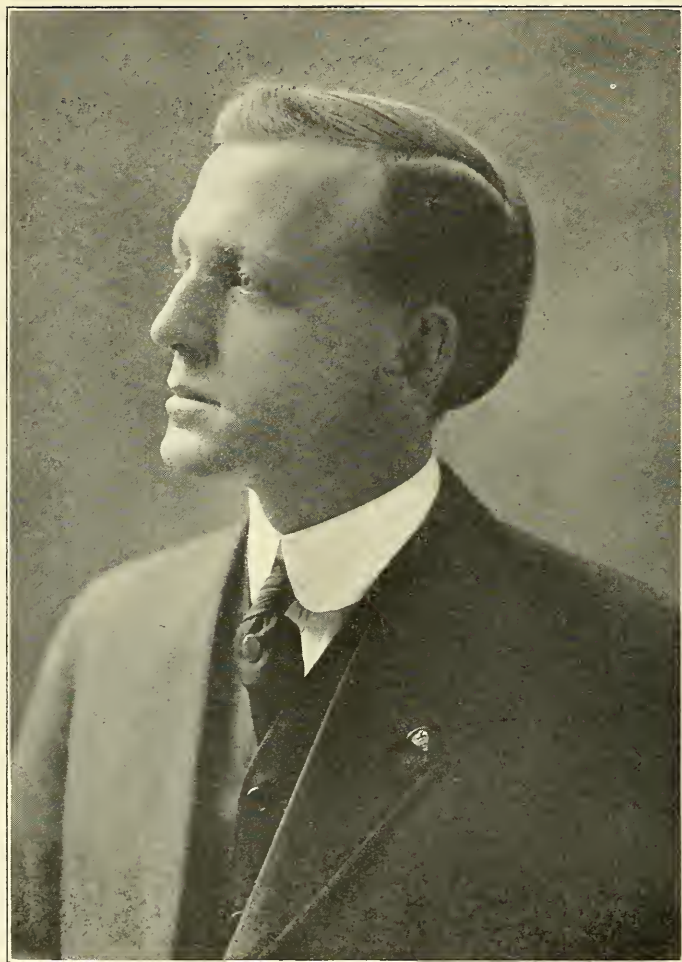
The organization of Parents and Teachers' Associations in every community throughout the State, recommendations for the wider use of school buildings for civic, social and recreational activities, the solicitation of the aid and support of the State Board to provide competent speakers to present and discuss public questions and educational problems at the stated meetings of these Home and School Leagues, these are matters which in my humble judgment could be fitly and appropriately discussed during the meetings of this convention, and are along the lines of progress already mapped out by our educational leaders.

A complete chain of Home and School Leagues organized throughout the State during the coming school year could adequately pave the way and make the path clear for the subsequent presentation to the mass of the people of our State, of the report of the educational survey commission which is soon to begin its labors, thanks again to your Legislative Committee and to the generosity of the recent legislature.

So, in closing, let me repeat what I said in the beginning, that the people of Worcester are more than pleased to have you with us at this particular time, which seems to hold so much of promise for the future of the great cause for which you labor. We are proud of you for the victories you have won, and for the still greater triumphs in store for you in the future. We congratulate you that you have entered upon an era when the general public with whom you deal are beginning to realize that a liberal policy in educational affairs is for their own ultimate good as well as yours, and are being gradually educated largely through your own efforts to believe that it pays in the long run to set apart the best and noblest men and women of earth for teachers, and are for this reason willing that the compensation of school teachers shall be so adequate that they will be free to give themselves and further educate themselves for the benefit of the race without apprehension of a yawning almshouse.

In behalf of the School Superintendent of Worcester County, the Worcester County School Board, the public school teachers of this county, and the citizens of Worcester generally, I bid you again a hearty welcome.





SUPT. FRANKLIN E. RATHBUN,
Garrett County.

We trust that you will draw an inspiration from the meeting, and from this environment, and going back to your work, carry with you a stronger development of "the tie that binds."

MR. PHILLIPS: It is with pleasure that I now present Superintendent F. E. Rathbun, Superintendent of the Public Schools of Garrett County, who will now deliver the "Response" to the "Address of Welcome."

Ladies and Gentlemen:

In response to this "Address of Welcome" given to us as teachers of the State of Maryland by Mr. Fontaine, it affords me an unusual pleasure, I assure you, to respond thereto—pleasure for many reasons. We teachers are glad to accept this hospitality of the "City by the Sea" for in our short stay here already we have got in touch with the characteristic hospitality of the Southland, and, therefore, as one who sets his foot for the first time upon the soil of the Eastern Shore, I would say that we certainly appreciate these kind words of welcome.

However, to digress from the stereotyped form of response to an address of welcome, I would take a line of thought suggested by the topic—"The Public School—The Public School as an Industrial Unit." Take that, and think upon it as one of the reasons for which we are welcome here. We so often in our work, I believe, are inclined to look upon the work of the school teacher as a thing that is separate and apart from the accomplishment of the industries, that we who are engaged in work of an educational character are slothful in accomplishments, and that we may not compare our work with that of the accomplishments of those in the world of industry. However, it seems to me that in the public schools we have one of the best opportunities for the industrial work. For instance, so many of us are inclined to dwell in the twilight of our thoughts, when we should come out into a blaze of larger vision. For instance, we should take our facts which we teach, so often, not as a thing within themselves, but facts should be made to contribute and sustain to a principle, and when facts are not made to do that, they have not fulfilled their fullest purpose. And this is one of the things for which the public school stands, and that enters largely into the fulfillment of the public schools as an educational unit.

For instance, the teachers should correlate these facts. They are not fulfilling their full purpose if they do not. They must be cast into the works of a Shakespeare or the gospels, but by bringing the facts into the principles of human condition, as an industrial unit we can further reach the purposes for which the public schools stand, and should always stand. And after we have attained these ends, we shall glory more in the accomplishments of our labors, and have that eloquence of the soul which one finds after labors well performed.

In this endeavor of developing the industrial unit of a public school, we find that the field has been exposed to us with which we deal with the natural resources of this land. The man that starts the glass factory, and takes the sand and converts it into glass—the man who starts a pottery,

who uses the oil in the land—we consider that he has taken advantages of the natural resources of this land, and the more that we can take advantage of the natural resources of this land the more we can learn, the more do we become strong, the more are we able to accomplish things that otherwise would be impossible—things that we accomplish today which fifty years ago seemed absolutely impossible—mark the trail of the Panama Canal, made possible not by the French, but by the intelligence of the Americans today, and by the awakened knowledge of the natural resources of this land we have been enabled to accomplish things that otherwise would never have been accomplished, by the control of natural resources to go farther along the path, and reach a better condition than otherwise would have existed.

Then, with the children, as we recognize that the children of this country are its natural resources just as much as its oils and sand, and as we recognize that we are of the earth, earthy, that we shall return unto the soil, we will more fully recognize that the best and most valuable resources of our land are the children. No wealth can purchase them. No value can be placed upon them. We are dealing with the most vital substance of this earth, and developing the most wonderful resource. It behooves us to recognize that in training the manhood and womanhood—the abilities of each individual—is given to us the control of the natural resources. We see that we are touching upon the industrial world, and that our work is not aside from industry, from the captains of industry.

Just as a man starts a great glass house, or a pottery house, and develops the natural resources of the land, so do we develop them into something better and into something of a broader vision. Help them to develop within themselves forces that would have been latent, that would otherwise have never been exerted.

Therefore, I say that the public schools may be looked upon as an industrial unit in that they develop the natural resources of this country. As we the more intelligently develop them, therefore do we the more successfully reach the higher end and the better accomplishment of the mission for which the public school stands. As we awaken the intelligence, the greatest force for advancement, as we make the school more valuable, because within this organization is the public school of Maryland, not located in some foreign country, but the public school system rests within this organization. And, therefore, it behooves us, if we would have the public schools of this State stand for what we wish them to stand, the more thoroughly shall we work out the mission of our profession. We are welcome for that cause, standing as we do, and placing the public school aside and above any other form of industrial vocation in this country. When we see that the public school is an industrial unit of this land upon which all others depend we can put into it the very best of our lives, second to none, develop methods and devices that shall further the ends we wish to attain.

In this connection we are reminded of a little story. A king who was at the head of a distinguished country, and his subjects were forever

complaining of the high taxes and low wages. The king was worried, he sought some kind of device whereby he might teach his subjects. He went on the highway and placed a great stone where it could be plainly seen. And there came down that highway a man driving a team, and the team stopped, and the man looked upon the rock and said, "It is a shame, it is a pity, that some good neighbor does not lift that stone—heave it out of the road." And he passed on. And soon there came a woman, and as she saw the great stone she said, "It is a shame, it is a pity, that some one well disposed does not heave that stone out of the highway and make the passageway clear." And soon there came a soldier, and he saw the stone, and he also said, "It is a shame, it is a pity, that some well disposed person, some good neighbor, does not heave it out of the road." And, as the story goes, a lad came from school. He came to the stone, he stopped, he laid his books down by the side of the road, and he with his best resources heaved that stone out of the road, and made the passage way clear. And when he had heaved it out of the way he found where the stone had rested a purse. He picked it up and found it well filled with gold and silver, and with the gold and silver was a little note: "To him that worked and hath done what he could with what he hath shall come wealth and possessions, and he shall stand before kings."

That young man had an awakened intelligence. That act was suggested by that spirit of helping the community and making things better in the community in which we live. That is the function of the public school—to help spread that idea. The more we do that the more are we, as a public school, fulfilling our mission as an industrial unit.

We are today unsuccessful in the building of county roads. I look to the public schools as the factor that will solve that question, just the same as awakened intelligence solved the building of the Panama Canal, intelligence will solve the road question. These are questions that baffle us, but I feel that in time intelligence can solve them, and that those that come after us will solve them as easily as we today solve some of the questions that baffled our forefathers.

In closing, I want to thank Mr. Fontaine for the address of welcome that has been addressed to us. On behalf of the teachers of this Association we appreciate most heartily those kind words of welcome. [Applause.]

At the close of the "Response" the orchestra played some selections.

MR. PHILLIPS: Ladies and gentlemen, our next speaker won't need any introduction. He is a familiar presence to this audience. I now take pleasure in presenting our State Superintendent of Education, Dr. M. Bates Stephens.

Dr. Stephens was greeted with much applause.

THE PROPOSED MARYLAND SCHOOL SURVEY

Terminology in educational achievement shows marked advance in the last decade. Many terms in school nomenclature have widened in meaning and significance, but possibly none more so than the word "survey." Not long ago we thought of it in terms of chain and compass, rodmen and gun boots. It was a name applied to determining the area or shape of a particular portion of the earth's surface and its use was limited to a certain branch of applied mathematics. The scope of its use and application has so widened that an expert in almost any line work is not considered up-to-date unless the terms can be handled with facility. In educational circles this is literally true and there is a reason and some extenuating circumstances if the speaker should select for a topic of discussion at this meeting the proposed Maryland school survey in the hope that its purposes may be better understood and that this Association, the most representative of our State school forces, may from the very start, render all possible assistance to make the work of the Commission effective.

It is a matter of common knowledge that the General Assembly of the present year passed a bill giving to the Governor of the State the authority to appoint three persons to constitute a school survey commission with power to ask the aid of any public or private foundation to assist in the work and to report their findings to the next General Assembly. The bill carries an appropriation of \$5,000. The Governor has appointed to this commission B. Howell Griswold, of Baltimore City; Hon. James Alfred Pearce, from the Eastern, and Dr. J. McPherson Scott, from the Western section of the State. It is fair to assume that there is no other motive back of the appointments than a desire to have made a diligent and impartial inquiry into school conditions as they exist and it is equally certain that the character of the men named on the commission guarantees recommendations as a result of such inquiry which will be sane, practical and effective. No thoughtful person can doubt the wisdom of the legislature in making possible a State-wide examination of the work of our school system, the branch of our State government which deals with the most fundamental interests committed to the State's supervision and the operation of which involves an annual outlay of more than \$5,000,000. The school is the greatest social institution in our American life and the success of the school idea depends upon an enlightened public sentiment. The control of the public schools is in the hands of the people, a fact which we school officials are slow to believe, and that control will not be exercised judiciously unless the people themselves are well informed both as to school limitations and what are their possibilities. An institution so democratic in its organization and purpose must have a basic policy on which a majority at least can agree. It is vital that such a policy shall best meet the needs of the young life committed to the care of public education. At least one of the purposes, if not the primary one, of the proposed survey is to get "a comprehensive expression of all shades of opinions from all kinds of people in

all sections." If nothing more were done than to get a full expression of views of the people of the various communities of the State as to what a school should be and do in order to render the greatest service to the community the provisions for the survey will amply justify itself. However, many other benefits will inevitably follow.

We have in Maryland schools representing all phases of educational work, from the kindergarten to the university. It is a weakness in our educational policy that these several adjuncts of education are not more unified, made into a more harmonious whole for the purposes of comprehensive education. The survey will likely utilize this fund of knowledge and ripe experience, and this interchange of views will result in a better understanding and a larger co-operation in all things bearing directly on the schools of Maryland.

The School Rally and Exhibit Day held in the several counties during this school year was a revelation and surprise, even to the optimist, as to general interest manifested and the thousands in every county who were present and this interest paves the way most effectually for the survey which follows. A twin sister of the school survey bill was the one providing for a Board of Regents for a Maryland University as an outgrowth of a proposed affiliation of private colleges receiving State aid. Steps toward an organization of the Board of Regents have already been taken and a co-operative committee will work with the Survey Commission in whatever effort may be made to have collegiate education measure up to a rational standard of efficiency, prevent duplication of work for which the State pays in part and to have each institution receiving money from the State to award scholarships by a systematic plan and to emphasize some distinctive training.

We must not overlook the fact that during the preceding school year a committee representing the Board of State Aid and Charities made a report on the State's educational situation. The recommendations of that committee showed that the work was painstaking and well done considering the limitations under which the investigation was made. It is highly probable that very many of these suggestions will commend themselves to the favorable consideration of the Survey Commission after a State-wide investigation shall have been made. The first attempt to make a survey of a State school system along modern lines of inquiry was made in Vermont in the Fall of 1912. The Commission appointed secured the services of the Carnegie Foundation for the advancement of teaching and experts were given separate lines of investigation. Dr. Elliott, of the Wisconsin University, surveyed the normal schools and educational administration; Dr. Hillegas, of Teachers' College, Columbia University, the elementary schools, and Dr. Learned, of the Teachers' College of Harvard, the secondary schools. There were some special investigators of the agricultural and trade schools and school libraries, but the main inquiry was conducted by the three first named. While in progress the work of the Foundation did not arouse an intensive popular study of school conditions in Vermont but the work done has all the

earmarks of a most thorough inquiry. One's first impression of the work of that survey is that it merely sought out the defects and gave no credit where praise was due. A careful reading, however, will dissipate this first impulse and the conviction follows that the analysis as a whole is fair and the conclusions reached are logical.

A distinct opposite type of a State school survey as to method and procedure is furnished by the State of Ohio. In February, 1913, the legislature of Ohio passed the act authorizing the Commission. The Governor appointed three persons living in Ohio to compose the Commission and named November 14, 1913, as State school survey day for the entire State, concluding his message with this exhortation: "Let it be a day of genuine awakening. The necessity and opportunity of the hour call for it." The Ohio survey became a co-operative field study conducted by Dr. Horace L. Brittain, of the New York Training School, for public service. It comprised an intensive study of 659 rural village schools in 88 counties and an extensive study of 9,000 school rooms and 395 school systems. This co-operative study was participated in by 44 teachers in professional schools for the training of teachers and 116 students in these institutions most of whom had had experience in rural teaching, 395 superintendents of schools and other school men and women and 9,000 teachers who supplied information for the Commission. On November 14th, the date fixed by the Governor for an entire survey of the State, it is claimed that 4,000 community meetings were held, attended by 500,000 citizens of Ohio. These meetings were planned by the Educational Commission and speakers were sent to discuss with the people actual school conditions and suggested remedies for improvement. The result was that when the Ohio legislature was convened in special session to receive the Commission's report it is doubtful whether any other State ever enacted in one session more constructive and progressive school legislation than did the General Assembly of Ohio the present year.

Maryland's commission is not without precedent as to plan of procedure and it may be predicted with reasonable certainty that the Maryland survey in method and scope will be an improvement on any of those which preceded.

With no disposition to hinder the inquiry but for my own amusement I am, with the permission of the members of the commission, going to make a guess as to some of the findings which will be included in their report to the next General Assembly, viz:

1. The State school law is an excellent one and needs but slight modification. The appointment of County School Commissioners should be placed in a control board removed as far as possible from political, banking and other sinister influences.

2. Employment of grade supervisors to assist the County Superintendent in giving capable and adequate supervision to all schools to be required and not left to the option of the county authorities. Less than \$10,000 is spent in maintaining a State Department of Education to supervise the expenditure of about \$3,000,000. This amount is but a

fraction over three-tenths of one per cent. Not to raise present salaries but to employ at least two additional assistants for supervision of special lines and some fund for investigations. The total amount spent for State and county supervision (Baltimore City is not included) is approximately \$77,000, which would make about $2\frac{1}{2}$ per cent spent for administration and supervision. The judgment of any good business man will condemn such a basis for administering the affairs of an organization spending annually \$3,000,000.

3. A State plan for the certification of teachers.

4. A more equitable basis for the distribution of the State school tax than the present plan of apportionment based on the number of children between the ages of 5 and 20.

5. An increase in the salaries of experienced teachers whose certificates are first class.

6. The payment from State funds of a part of the salaries of the teachers who shall be in charge of the training courses for teachers in certain high schools as provided for in one of the new school laws. Teachers for rural schools should come from the country and in sympathy with country life. The best place to train such teachers is in their own schools under the guidance of a skillful training teacher. The demonstration method which is effective may easily be employed. The rural teacher must be paid more salary, not less than \$550, which is the minimum amount for trained teachers who have taught eight years. The term of the rural school should be shortened, but the salary to be the equal of those teachers in town schools with a nine-month school year. This would encourage good teachers to accept rural school positions, where they would find rural atmosphere more exhilarating and country life more charming by teaching eight and paid on a basis of a nine-month school year.

7. An increase in State and county appropriations and the authority given to a school district to tax itself for school improvements. The trend to vocational training increases wonderfully the cost of school maintenance. Education for citizenship and economic efficiency presupposes good teachers and a good school environment. If the school is worth while at all it must through its instruction meet in an adequate way the demands of modern civilized life. A poor school can never become a social and civic center, but a good school may do so. "The teacher is the school" should be as good a maxim for Americans as for the Germans. Popular education is an expensive necessity and it is poor economy to try to make it cheap. The State must not—nay, will not, prove derelict to its duty in properly fostering the nursery of citizenship and economic efficiency.

8. We have a diversified list of livelihood occupations for which vocational training may be desired, but in Maryland a large majority of the people in the counties of the State are directly interested in the several pursuits of agriculture. Our scheme of education, in a vocational sense, must hold some close relation to agriculture, which has been funda-

mental to our material development. According to the report of the Maryland Country Life Commission 43 per cent of land in the State is uncultivated. A large part of the land that is farmed does not yield over 50 per cent of what it would yield if once established facts and practices were followed on the farm. By cultivating all the available farm land on scientific practices Maryland could increase her farm productions 100 per cent. In other words, the annual value of farm products would be \$130,000,000 instead of \$65,000,000. This increase implies better farming methods. How are they to be inaugurated on a State-wide basis? We must look to the State Agricultural College, which was organized and is operated primarily to attain this end. It must do it. It must be the center and directing head in agricultural progress and achievement. There must be close articulation between the college and all public schools. The interests of the State demand a co-operative scheme through which shall flow into every school community helpful farming methods. If it requires an appropriation of a million dollars by the State to make it equal to the task of conserving and developing our greatest industry along scientific and constructive lines the State should act promptly and thus enter the wedge which should finally open up to our people an additional annual revenue of \$65,000,000.

9. The school should become the center of the social and civic life of the community. In the language of another, "one fundamental fact which sociology teaches is that the primary social ideals—honesty, brotherhood, truthfulness, sympathy, etc., are created in the face-to-face social groups. These social ideals are the material out of which the democratic conscience is created. When the face-to-face social groups cease to exist in the country, democracy lags and the political boss rules."

The rural school needs a new course of study which is free from outgrown ideals. The prescribed course of study for elementary schools is a misfit in the one-teacher school.

At the conclusion of Dr. Stephens' address the orchestra gave some music.

President Woodland C. Phillips then delivered his "Inaugural Address."

SUPERINTENDENT W. C. PHILLIPS' ADDRESS

For a long time we have been doing much in most of the States to develop what we call our natural resources and have been more or less successful, but our greatest undeveloped resource is the people themselves, especially in the rural communities. We need not neglect the development of our material resources, but more time to intelligent effort must be devoted to the development of our individual or human resources, and much of this must be done through the public schools.

A boy properly trained in these schools can easily earn an income from \$1,000.00 to \$1,500.00 per year. This will enable him to have a comfortable and up-to-date home and to train his children for a higher position than he is now filling.

At last the thinking people of our land today are turning their attention to the proper development of this, our greatest resource. And the teachers who are really interested in rural school work may expect to receive in future the hearty support of the State and National Government as well as the philanthropist.

The future welfare, morally and financially, depends very largely upon the work and conduct of the country people.

A new foundation must be laid and a new structure built from the bottom up, and the public school is the foundation upon which this structure rests, and until the rural public schools are made more efficient the other reforms so badly needed in the country cannot possibly be brought about. Intelligence and morality can be developed to a high degree by proper training. This training should reach the grown-up as well as the children. All are amenable to it. Every individual teacher who has a correct conception of his duty, and is properly trained for his work, can be and should be, an important factor in the great work of training the country people which is so much needed for their own welfare and happiness, and for the welfare and prosperity of the country, State and nation.

The children in our schools should be given an opportunity to pause in their regular work and consider the significance of agriculture and rural life, the worth and worthiness of tillage of the soil, and the beauty and glory of simple and sane life in the open country. The Bureau of Education at Washington is gathering and sending out material that will help in the movement for appreciation of the true value and beauty of farm life among all classes of our population. The wider observance of agriculture and rural Life Day, both in city and country schools will give the coming generation a clearer insight to the past has had with the fact that agriculture is the basis of national well-being, and that there is no more honorable work in life than on the farm.

So, casting off the problems with which we are constantly confronted, I would if it were in my power, make this message of inspiration to my fellow country teachers.

During the past few months possibly you may have doubted and despaired. You may even have sinned, sorrowed and failed. Possibly the majority of you are still working in the little country school, without modern convenience, which is still a long ways off from the new and modern school, about which so much is said at present.

Possibly in this advanced and modern age you are finding it a bit difficult to work in such a place with any degree of contentment and when you hear of the new and improved country school and the enlightened country life you are just a bit prone to turn your head with disdain, or it may be that you are meeting obstacles in your work (who does not in the country school?) which, although not due to any fault of yours, are hard to overcome. And so sometimes you are led to wonder what is the use of it all any way, for it seems that you can accomplish so little.

But, country teachers, however low you may have sunk in the mire of despair there is a great deal of use in it all. For "the Old passes that the New may have life," and so it is with your work and the country school. This becomes self-evident to us when we review the country school achievements and evolution since colonial days.

We are all more or less familiar with the old log school house of ancestral days. At such places were taught the three "R's", with often very little regard to method, and still less for the preparation of the teacher.

Again those schools were a success for they soon gave place to something better, and this has kept on ever since. Our schools are constantly giving place to something better, and of late years the progress has been marked. And yet these schools, with their lack of equipment, lack of the comforts and conveniences of civilization, lack of all things which are now considered necessities in ordinary country schools, turned out men and women, who, though they may have lacked some of our present day scholastic ability, nevertheless, possessed the spirit which has made possible not only our present greatly improved country school system, but also our richer, fuller, and more enlightened country life. And surely this spirit—this power of the invisible—which is the heart and soul of all outward achievement. Surely the country school has been an important factor in fostering it and keeping it alive. And now just for a glimpse of the country school of today.

Today we are beginning to consider the country school from the standpoint of the child's intellectual, moral and physical development and of country life.

In building our school houses we make special arrangements in the seating, lighting, and heating for the physical well-being and comfort of our children; we are providing them with skilled teachers of approved preparation.

In looking back we see that the contrast between country life since then and now is even greater. And have not the country teachers done their part in bringing about these changed conditions, and have they not been an important factor in the growth of the nation? Then let us forget the old that has passed away, and let us look upon the country school as the institution which stands pre-eminent in keeping alive and fostering the spirit which is the foundation invisible of all achievement of all the ages. Merchants, bankers, capitalists, as well as the laboring and professional man in the cities at last have realized that upon the success of the agriculturist, whether he be a farmer, fruit grower, or vegetable grower, depends the future prosperity of this country. The high cost of living, due almost entirely to the small amount of food-stuffs, cotton, wool and leather produced in comparison to the average of tillable land and the population in this country has set all classes to thinking. Some of them are doing some hard thinking, the results of which are already being felt.

Agricultural experiment stations are being established in many States, and agricultural high schools are being established in many counties in all Southern States. The demand for well-trained agricultural teachers, and demonstrators far exceeds the supply.

The wealthy taxpayers in the cities are now willing to be taxed to pay for the development of this work. They consider this a good business investment. Many of these people are what are termed hard-headed, practical business men. They are not moved by sentiment or sympathy, but by unearned desire for the improvement of their own business and they know how this can best be accomplished. Doubling the farm products of this country, and this can be done, would be a great benefit to every legitimate business in this country. Only twelve per cent of the tillable land in this country is now producing anything like the amount it should produce. What will the yield be when fifty per cent is producing what it should? That time is not far distant and much of this progress will come through the public schools. It is said that at least one good opportunity for marked success comes to every intelligent man and that but few make the best of this opportunity.

During the next ten years more progress will be made in agricultural work than in any other industrial line. This is an opportunity for thousands of young men in the country who are capable and not afraid of work, and who really want to do something for themselves and for their country as well.

There will be an increasing demand for several years for men who can do things along agricultural lines. Let your friends study medicine, law, bookkeeping, or anything else, but you study agriculture and fit yourself to fill a responsible place and you will get it and become a leader.

Training the young people to be more efficient in some vocation and then giving them an opportunity to do is the foundation of good citizenship. Better schools, better farms, better homes and happier and more prosperous people in the rural communities, is the slogan of every true citizen of America today. The teachers of the rural schools must understand country people, know them in their homes, and be in hearty sympathy with them. And yet the profession of teaching, it seems is the most unappreciated, and has to bear the brunt of more ingratitude than any other. All of this is hard on the teachers for they are only human, but renunciation is one of the great lessons the teacher has to learn. And so at this season when you are prone to look backward over the discouraging features of your journey, and wonder whether surmounting the obstacles another time in the face of such unappreciation and ingratitude as we often get will still make "the game worth the candle." I have striven to give your eye a vision of the fields lying beyond. For the fact will always remain that at the bottom of all educational progress, as well as the hope of the country school of the future, is the "teacher."

And finally, as a fitting close to the work of the teacher, these words of the poet come to my mind:

“And only the Master shall praise us, and only the Master shall blame
And no one shall work for money, and no one shall work for fame;
But each for the joy of the working, and each in his separate star,
Shall draw the thing as he sees it for the God of things as they are.”

Mr. Caldwell then read the following list of committees, after which
the meeting adjourned to meet again on the following evening at eight
o'clock.

The President, in accordance with the provisions of the Constitution,
has appointed the following Committees for 1914-1915:

LEGISLATIVE COMMITTEE.

State Supt. M. Bates Stephens.....	Annapolis.
Supt. A. S. Cook.....	Towson.
Supt. E. W. McMaster.....	Pocomoke City.
Supt. F. E. Rathbun.....	Oakland.
Hon. Wm. T. Warburton.....	Elkton.

COMMITTEE ON RESOLUTIONS.

Supt. John E. Edwards.....	Cumberland.
Mr. N. Price Turner.....	Salisbury.
Miss Bertha R. Brown.....	Ellicott City.

EDUCATIONAL PROGRESS.

Asst. Supt. Bradley K. Purdum.....	Annapolis.
Mr. J. Herbert Owens.....	Havre de Grace.
Miss Lera White.....	Rising Sun.

AUDITING COMMITTEE.

Asst. Supt. John T. Hershner.....	Towson.
Supt. B. J. Grimes.....	Centreville.
Supt. Wm. H. Dashfield.....	Princess Anne.

READING CIRCLE.

Dr. M. Bates Stephens.
Miss Sarah E. Richmond.
Mr. B. K. Purdum.



MR. CHARLES J. KOCH,
First Assistant Superintendent, Baltimore City.

Ocean City, Md.,

June 30, 1914.

The second general session was called to order by President Phillips on Tuesday evening, June 30th, at eight o'clock, in the dance hall of the Atlantic Hotel.

MR. PHILLIPS: It has been some time since we have had the pleasure of having a representative from the Baltimore City school system to address our convention. We have with us tonight a very progressive school man, whom you all know well, judging by his action in behalf of public education. It is with great pleasure that I present him to you. This gentleman is none other than Charles J. Koch, of Baltimore City, First Assistant Superintendent of Schools.

MR. KOCH: Ladies and gentlemen, the program does not state the subject of these two addresses this evening. I have just been complimenting Dr. Green. I have never heard him, and he advises me that when I have heard him I will withdraw the compliments. I don't mind—I am fortunate in making an engagement at five o'clock tomorrow morning to see the fish come in, and hence if I can't sleep I will not mind.

This place is characteristic of the whole American coast from the rocky coasts of New England to the Florida coast. This coast is dangerous to navigators, just as dangerous as the rock bound coast, for although there are no half-submerged or bold rocks projecting above the water, there are places where many a noble ship has foundered, and many a strong heart has beat its last. In order to protect navigators against these dangers, the United States Government provides a department of lighthouse service, and stations along this coast lighthouses, and farther at sea light vessels. Seventeen miles from where you now sit to the northeast lies Light Ship No. 52, on Fenwick Islands, marking the danger spot, dangerous to vessels coming from the South and attempting to pass.

I wish to tell you a little story or incident of Light Ship No. 52, and show you what conclusions we as teachers can draw from it.

You know that the progressive United States Government is always ready to add improvements to light ships. The Light Ship No. 52 established in 1888 is not the same as the light ship which is there at this minute. Seventeen miles out here two red lights have been flashing since sunset. It is their orders to keep them burning until the sun shall rise tomorrow morning. I say the light ship of this year is not as was the light ship of before. There has been steady progress in improving these light vessels, but if you were to look at the list of the men who man these ships you would find the names foreign like Armensen, Johanson, and names like that. The engineers are Irishmen and Scotchmen largely, and this has been something of an irritation to certain people in this country.

Upon one occasion the command was given to a real American, a man born in this country, whom we will call Lethbridge. Lethbridge was given command of the light ship, and he said "Now, I will show you how a real, progressive, enthusiastic American runs a light vessel." He was carried out to the light ship. He said "Now, we will have a progressive man on the light ship, and you foreigners will find your place. Captain Jurgens, who took him out, hoped that advancing age would teach him better. He left him on the light ship. The first man was called Sonny, a native of Finland; then Michael O'Rourke, an Irishman; and James McPherson, a Scotchman. O'Rourke had seen ten years, and no sooner did Lethbridge arrive than he was preaching his progress, and he said "Show me how much coal she burns, how many times does your engine turn"—questions that had never entered O'Rourke's mind. Three days after Lethbridge arrived he went into his room and wrote suggesting that they discharge Sonny and O'Rourke and McPherson, and supply their places with progressive Americans. A northeaster broke out in this region. Then Lethbridge felt his heart throb within him. Now he would have a chance to show he could command. His hopes grew higher and higher that something would happen that he could do. On that day Sonny and O'Rourke climbed out behind the light house. Sonny said "I hope Rasmussen will not try to go south in this storm. Mrs. Sonny is going south to see our boy. The ship should not put to sea in any such storm." O'Rourke said "Leave that to Rasmussen. Rasmussen is a good sailor, and he once saved me from drowning. We were wrecked in the Priscilla, and I was about to give up, but Rasmussen says 'Micky, what sort of an Irishman are you?' 'Hang on,' he says. He bound me to a spar with an end of rope, and when I came to on shore Rasmussen was leaning over me with tears streaming down his face. Leave it to Rasmussen. He will take Mrs. Sonny down all right. He will put in behind the breakwater." Sonny said "Experience and good navigation counts nothing when the company wants the ship run on schedule time. Many an accident is caused on this coast simply because the ship must be on time. Experience does not count when the ship must make its schedule." O'Rourke comforted him as well as he could. The ship's red light swung in a wide shadow over the dark sea. O'Rourke and Sonny were again on the deck. The Captain came and said "This is a fine night. We could save a ship tonight." And O'Rourke said "What do you mean, Captain?" "Why, if there were a ship in danger we would go to her rescue." O'Rourke said "We can't do that." He said "Oh, you foreigners can't do that, but a progressive American can exercise his judgment." And O'Rourke said nothing. Half an hour after that, when the sub-marine bell hanging over the light ship was tolling one, two, three through the waters, the Captain and the two men were standing at the light house again when in the glare of that swinging lamp they saw a yawl boat, in this yawl boat were five people, one a woman, and the Captain said "My God! there's a boat, and we will throw a line to the boat." But the line fell. McPherson had run back and he threw

a line. His hand felt it hold, but the rope parted. "Now," the Captain said, "now, my lads, go ahead, one of you go below and give us a full head of steam." Mr. Sonny never moved. "O'Rourke, go below and give us a full head of steam." O'Rourke never moved. "O'Rourke, don't you hear? We can save these people. Go below and give us a full head of steam." A sailor came running down, and said "Captain, all's ready." The Captain ordered the men to go, but they never moved. McPherson was below, and he never touched a wheel. O'Rourke said "Captain, you are the skipper. I have never touched the wheel for a light ship to leave her station." The Captain said "That is what we can expect from people like you." Sonny said "He is right, Captain, we cannot leave the station." The Captain attempted to start the light ship, get some one else to do it, but no one would obey his orders. They refused because they represented the majesty of the United States, not because they were afraid. McPherson wore a medal received for bravery. Order No. 113 says "You can't leave your moorings unless ordered." The Captain was so filled with rage that he almost struck these men, and he said to O'Rourke—he called him some names, and said "You are not an American." O'Rourke said "I am as good an American as you. I have taken the oath of allegiance. I have lived longer in this country than you. I swore to support the Government, and the Light House Service." At that time one of the sailors said "Captain, there is a steamer ahead," and they all went up the deck to see this steamer. The Captain said "Sonny, what lights are those?" And poor, broken Sonny, whose wife by this time had been drowned, and poor O'Rourke who saw Rasmussen pass by and yet had not tried to save him—Sonny said "It is the Queen City from New Orleans, passing by on her way to Philadelphia." The Captain said "What are her signals?" The steamer called "Is 52 on her station?" And the Captain said "My God, if she had kept that course ten minutes longer, she would have been wrecked on the rocks. 52 is on her station." And Sonny went and blew the blast that announced that 52 was on her station, but Lethbridge never knew the amount of despair that it cost Sonny and O'Rourke to save that liner. Then Lethbridge went below and tore his recommendations that they be dismissed from the service and wrote his own resignation.

Now, why did I tell you that? That is exactly the condition in education. O'Rourke accepted any improvement that came. When he entered the service there was no submarine bell. When McPherson entered there the light vessels had no power. They accepted every improvement, but they kept steadily in mind the one thing, that the light house served one purpose, to stay right where the United States Government has moored it. She cannot leave her station. In education we have one specific duty, just as specific as the light ship's duty—that duty is the education of children. But, too, the means are not as plain as in the case of the light ship. It is true that many a vessel has been lost on this coast because the lights did not show—it is true that many a

person has lost a great deal by the imperfections of our profession. The lesson that I want to call your attention to is this—in education, as in this case, there are people who are progressive, but who need the balancing wheel of experience—class-room people—for while on that light ship you may do without one thing or another thing, there is one thing that cannot be spared—that is the lanterns. So, in education, you may have your surveyors, you may have your methods, but the crux of the whole situation is the living organization that we call the teacher who stands before the pupil just as the light house stood.

We may get all the orders from the shore. The light house performs the ultimate duty, and so does the teacher. Now, in this education in which we are engaged, there may have been many changes. I have not time tonight to rehearse to you the different phases. It has changed materially since my time. But in all these changes there is one person who is the same—that is the person who has the key to the solution. I remember the time when the three "R's" were magnified. Then came a time when the formal steps, the five formal steps was the time. Then came the central nervous system. Now we have reached the stage where vocational training will save your souls. We have progressed. Now, far be it from me to say anything against the three "R's". I have heard a great man in Baltimore stand before an audience and he told of a man who could not spell, but he said he did not mind for he could write to his friends and they would understand him just as well. There are occasions when spelling is a good thing. I remember a case of an acquaintance who was a policeman in Boston, and he had to report that a horse had dropped in Worsickham street. When he went to the station house he did not know how to spell the name, and he asked everyone there, and nobody could spell it for him, and suddenly he ran out, and some one ran after him and asked him where he was going. He said "I am going to drag that horse around on Elm avenue. I can spell that." It would have been much better if he had been able to spell the word.

There are numerous instances of that sort, but now, in all of this changing that goes on in education, and there ought to be changes as there is evolution—we ought to always accept anything that is good after we have carefully considered it. My great regret has always been to see the great joy with which people who have practised one way for a great many years accept something new, and the great rapidity with which they throw it off for something old, when the time comes to do so.

I shall not attempt to tell you all of the things that might be said on this particular subject, but I wish to say that here we have assembled teachers of Maryland, the most important body in this commonwealth. If every teacher would just think of her responsibility when she stands before the class, and would liken herself to Light Ship 52 that cannot leave her station. It may not guide the vessels from the South to Philadelphia always, but it will mark the dangers—and educate the different natures—there are no two having exactly the same temperament.

You may not know it, but everybody in this room has some philosophy of life, some particular trend of thought.

In the middle ages it was thought best to chastise the body in order to make yourself fit for the life to come. They thought a child of six should be punished because it did not act as a child of fourteen would, and in order to train it to act when it was fourteen, when perhaps they never would live to be fourteen.

We should all have a fuller love for the children, and the result of that will be greater freedom in the class room, and that does not mean that the children shall do as they please. Their obedience is necessary.

Now, in this turmoil that we have been, the teacher who stands before the class room should keep her station. Suppose Lethbridge had left his. Sonny let his wife drown. O'Rourke let Rasmussen drown. The duty of the light ship was to mark that spot.

(Mr. Koch ended his address by quoting Kipling's "If.")

Miss Mary Brewington, of Salisbury, Md., sang several selections.

MR. PHILLIPS: I am informed that the next speaker is not a stranger to many of the school people of Maryland, as he has in the past worked and labored with you in the cause of education. It is, therefore, with great pleasure that I present to you tonight Dr. F. H. Green, of the West Chester Normal School.

MR. GREEN: Mr. President, fellow workers and friends, it is really like the order given by that illustrious General, Grant, who, when asked for orders, said "Go to your quarters." Following this very interesting address to which we have already listened, I might be as brief as was the great General, and say "Go to your rooms, and think over the splendid things that have been said to you—walk the board walk and ponder over them."

Now, I am only going to speak a few words, but it may be before I am through that I will be like the minister, who every once in a while would say "Just one word more," and then he goes on to give one thousand.

I am certainly not here in the hope of saying anything new to you. Originality does not always consist in saying new things, but in finding new value in something old.

I hope you are not expecting from my lips tonight a logical address. It will be like that clock that John B. Gough tells of—when it points to seven, it strikes six, and then you always knew it was just half-past five. Or like the man who started to talk about Matthew, and then ended up with the Independence Bell, and when asked what was the connection he said, "Well, you start with Matthew, and Matthew was a tax gatherer—and you must not have taxation without representation, and that means independence, and there you have Independence Bell." There will be one bit of logic about this address. It will have two parts—what is in it, and what is not in it. [Applause.]

Since it was a question in my mind as to the theme I should use with you, I concluded that I would ask a few questions, and ask you to consider with me the answers. So the title might be "Questions for the

Pedagogue." Since Kipling seems to be in the air, I was thinking about an occurrence of a young lady who was asked something of Kipling, and she did not remember much about him, but she thought of the "Recessional," that starts with "Lord God of Hosts, be with us yet, lest we forget, lest we forget." She could not remember the lines, she could not call them to her mind, so she said "Lord God of Hosts, Who is not with us. So I forgot, so I forgot."

I want to ask a few questions with your permission tonight. I hope you will be thoroughly truthful about them. It is a good thing to ask questions. If we have a live school, the pupils are always asking questions.

Let me say in passing that it is a good thing to ask sensible questions. There are lots of foolish ones asked, like "How many angels you can place on the point of a needle?" Whenever I go home from some place, some one says to me "Hello, you are back, aren't you?" I always wonder what I would be doing there if I were not back.

That reminds me of a man who was going to speak in a hall, and he said "I would like to have a little table near me with a pitcher of water and a glass." And they asked him "To drink?" He said "No, I always take a dive at the end of the second act."

There are five or six questions that I would like to ask you concerning the school room, and having to do with the pedagogue—pointed inquiries. A man said to me when I was in London, "Where do you live?" I said "Across the water," "From the States?" That is like the Irishman who was asked where he was from, and he said "Be jabbers, I am from most every place but here, and soon I will be from here." The Englishman said "Are you from the States?" I said "Yes," "Where?" "Near Philadelphia." He said "I have a brother living right near you." I said "Where?" "In Denver, Colorado." I said "We talk over the back fence every morning." Bless their dear souls, some of them have no notion of the immensity of our country.

My first question is "How are you getting along?" That is the first inquiry. Is it not a pretty good question? A little lad about five, who went into a church with me when I was going to give an address, sat up straight and was mighty serious. In regard to that particular speech, I wanted to say something worth while, and I dumped the little fellow into a pew. He was one of my most earnest and interested listeners. After the service he waited for me. We were moving down the church aisles. Nobody was close enough to hear the little lad. He looked up at me, and said "Well, how did you get along?" He had heard the whole business, but he wanted to know how I felt about it. I am not inclined to be morbid, or to morbid introspection, but it is well with us to face ourselves, and ask ourselves "How we are getting along?" In this great work in which we are engaged, are we concerned about it? I find some people having such a petty and poor conception of this great business in which we are engaged. They are not concerning themselves as earnestly as they should as to how they are getting along. It may not be

true in the State of Maryland, but it is true in portions of the Keystone State, where there are people that seemingly have no appreciation of the great work as to how they are getting along toward the child.

My second question is "Do you love children? Do you love children?" "Because our work is for them. Why this convention? Why this Association meeting? It all centres around the child. If it is worth while at all, our work is for the child, if we are working right.

I remember pausing in the Cathedral in Glasgow, at Irving's tomb, and reading that epitaph. "I want to help you to be as beautiful as God intended you to be. I want you to be as beautiful as He did when He first thought of you." In the school room that you represent, it is you and the company around about you. You make up the company. Charles Lamb always said "It was not Charles Lamb. It was Charles Lamb and Company." You are in a group where it is you and the Company. We ought to love these little children. We must love them. Have you ever heard Dr. Edward Steiner tell of the Immigrant Station? He has crossed the ocean many times in the steerage because he wanted to see the people and be with them, he tells of how a certain man interested in agricultural pursuits took him out to his barn to see one of his fine cattle, a splendid bull. The man said to him "Go up and stroke the hair of the bull." He was afraid to do it, but at last he did, and the hair was so fine and soft. The man said "Stand around where you can look the bull in the face." He says "I was afraid to do it, but I finally looked into his eye, and he seemed so quiet and gentle. I asked the man why that was, and he said it was because of the love of the herder." My friends, love is the law of the school.

In the seventeenth century children were not considered so much—there were no great children. In the eighteenth century there were no particular children, and then came Dick Steele, and Ambrose Phillips, and you find Charles Dickens, the great romancer of the nineteenth century, who said "I love these little children,"—it is no small thing, that. Then you find a pre-eminent appreciation of childhood—they are better than all the battles that any country may fight. In our American literature you find a pre-eminent appreciation of childhood.

A little boy at a Woman's Rights Convention—please do not misunderstand me—I believe in woman's rights, and in men's rights too. But if there is anything that I hate more than a womanish man, it is a mannish woman—a mannish woman was striding up and down the stage crying "What was I born for? What was I born for?" A little boy back in the gallery says "Give it up." We do not need to feel that way at all in the school room with which we have to do. There are fine possibilities in them all. Once Moses in the bullrushes amounted to little, but just wait—eighty years later you see a little aged man has switched the waves and the children of Israel have passed over. There are fine possibilities in these little ones, that sit under our instruction from time to time.

An old German had become rich and had built a palatial residence. A friend one evening heard a fire call, and thinking it was in the neighborhood of the old German's house, went to see if he could not be of some help. He thought he would like to help save it, and he went there, and found that the fire was nearly a block and a half away. He pushed to the spot, and he found that the old German had a lot of men with buckets putting water on the fire and trying to stop it. He said to him "Come, the flames are creeping towards your palace. You will not have time to save it." The old German said "What are you talking about? Don't you see this building? This is an orphan asylum. It is full of children." The man went away, back near the old German's home, and found the fire still creeping near it. He went back, and said "You must come, your home will be in flames." He said "Your house is in greater danger, but if you hurry, I think you may save it." The old German said "My house? What? It is no longer my house. I have traded it to God for this orphan asylum. It is full of children."

Fellow teachers, that is the very spirit of Calvary. It is the spirit that must possess you if we will be worthy of the name. In the future is the harvest. It is an unsown field to be plowed and sown and cultivated, if it is to be laden with fruit. Do you know that song "What is noble?"

"Inasmuch as ye have done it unto the least of these, ye have done it unto Me."

I know some of them are little rascals, and we have a hard time with them. We would like to believe that they are little angels and that heaven is lying about them, but fumes seem to be rising from another place, when they act up like forty, as we now say, and go on into one hundred. Some of them are rascally. A little boy was tormenting a little girl—he said "You are a girl, and by and by you will be a woman, and you know what the Bible says about the woman—it says 'Seven devils were hatched out of her'." He says "You never heard that about any man." She said "No, they are still in him." There are instances where they seem to have seven devils in them. It is not the easiest thing to know how to drive out these devils and give way to the angels of light.

I think it would be great sport to have some bits of testimony from the teachers here as to the interesting things they have encountered. You never know just what they are going to say. Like the boy who was asked "What happened to Ninevah?" "Destroyed." "What happened to Balaam? What happened to Tyre?" "Punctured." These irregularities will happen. They are angels, of course, but in disguise.

I never go to Brooklyn without going around to Plymouth Church that has been there since Beecher was there. At his last visit there, little knowing it was his last, Mr. Beecher remained after the others had gone. Two little waifs wandered in. Two little urchins with dirty faces. Mr. Beecher saw them, and out of the kindness of his heart, he went to them, and turned their dirty faces up and planted a kiss upon them, and then threw his great, loving arms around them, and walked out with them.

He had the right attitude toward these children. We have some of them just as needy as those with whom Mr. Beecher had to do on that occasion. Are we reaching out our hands and arms to them? In other words, "Do we love children?"

Now, my first thought was "How are you getting along?" My third is "Are you decent enough for your duty?" Excuse me if these questions have no fitting for you. I will just stand here and talk to myself for a minute. Are you fit for your duty? As I stand in the presence of boys and girls from day to day, and I wonder "Are you properly equipped for your job, or are you decent enough for your duty?"

Franklin said, "If you would have people go along a certain way, wobble along that way yourself." "Kind hearts are more than coronets and simple faith than Norman blood."

Your prayer should be like the boy's—"Oh, Lord, make me good, and if at first you don't succeed, try, try again." We have within us the power to succeed. You remember that beautiful prayer of Whittier's—"Lord, make me beautiful within." It is only as you and I catch the spirit of the greatest Teacher that the world has ever known that we will accomplish good results. "Study to show thyself approved of God—a workman that needeth not to be ashamed."

I get very much disgusted to go in a corner store, and see some people seated around a stove in the winter time, chewing tobacco, and I say to myself "Are these people to go into the presence of little children fresh from the hand of the Eternal God and teach these children? Are they decent enough for their duty?" I know what is going to happen to some of these fellows. It will be like that minister whose gestures were made vertically instead of horizontally. He says "When the roll is called up yonder, I'll be there." (Pointing down.)

Listen, my friends, so should we live that every day, every week may hold within it some good, if you are what you ought to be in your community your life is going to tell for the uplift of those around you, and for the good of the entire community.

You may put Joseph in prison, but he became ruler; you may put Daniel in the lion's den, but he succeeded after all; you may put Paul into prison but it will be high noon there; you may put John Bunyan into jail, but he will write the wonderful "Pilgrim's Progress." You can't hide a character. That same little lad that asked me that question "How did you get along?" said to me—he was only between four and five—he climbed up on my knee, and asked me the question. He did not mean to be impertinent. He asked me "What are you good for?" That is a fine question. Suppose he had asked you that, what would be your answer? We must live right before the children. It is the life rather than the lips that count.

The fourth question—"How are you getting along?" "Do you love children?" Third, "Are you decent enough for your duty?" Fourth, "Do you know enough to teach successfully?" That is a very searching kind of question. Do you know enough to teach successfully?

My friends, never will the teaching profession be respected as it should be until more scholarship is attained. Day by day, month by month, are you increasing your knowledge.

A lot of you have been on the top of St. Paul's Cathedral in London. You remember what Opie said, "With what do you mix your brains? With work." We must mix our brains with work, and work with brains.

I speak at a great many commencements, and I always say to the graduates "I hope you know enough to know that you don't know anything."

Pat was going through a cemetery, and he came to a tomb of a Scotchman, which said on it "I still live." Pat looked at it for some time, and scratched his head, and said "Begorrah, if I were dead, I would own up to it." That is a splendid thing to do. Own up to it.

A young man from Mississippi wanted to enter college. The Dean asked him, "What do you know?" He said "I don't know anything." "You are four years ahead of most of the fellows here now."

Wasn't it Lowell, who, when asked why Cambridge was such a centre of learning, said "It is easily explained. Lots of freshmen come here every year with a lot of knowledge, and no senior ever takes any away." In this world we hardly get beyond the A. B. C's. and have to die to learn the X. Y. Z's.

Now, how shall we go on increasing our knowledge? We need more and more as teachers to increase in gray matter. We are like the old man who said "I jest set aroun' thinking, and some times I jest sit aroun'."

A few pedagogues are that way. Carlyle in Chelsea spent an evening with Tennyson. They sat two hours without either saying a word. At the passing of the two hours they arose and shook hands, and Carlyle said "That is one of the finest evenings I ever spent." Just sitting there thinking.

By thinking we ought to grow in our gray matter, and by reading, you will recall I was speaking of Carlyle, who says "the true university is a collection of books." I shall talk to you tomorrow night about books.

An Irishman was riding an active horse. He could not get off until he had orders from headquarters. Finally some one saw him off the horse. They asked him "Did you get orders from headquarters?" He said "No, I got orders from hindquarters."

We need to increase our gray matter by thinking and by reading. I take it you all have a lot of books, and even if you have the Bible, and Shakespeare, and Webster's Dictionary, you have a fine library. It is all right to get the books from the public library, but you should own your own books. Some people borrow them. George Iles had his books borrowed so much that he had a special plate put in them "Matthew XXV., 9. Go ye even to them that sell, and buy for yourself."

Now, I say, by thinking, by reading, by attending summer schools, you should increase your gray matter. I have no interest in your State Summer School. But my friends, a lot of you, perhaps, a lot of us, I

would like to go myself. You ought to attend summer school so as to grow in your business. I know you do not get as much money as you ought to, and you say, "Why, I cannot attend this Association, and go to summer school, too."

Miss Mellen told me that she was at an entertainment, and was sitting back of two old people, whose comments on the various entertainers were very amusing. There came on to sing two men, one of them had part of his mouth ripped away. The old gentleman says "It does seem to me that if I were getting singers, I would have gotten a man with a whole mouth." The old lady says "Maybe they got him for half price." I see you get that all right.

So, pedagogues in Maryland, you must see to an increase in your gray matter. I like teachers with hobbies. It is a good thing to broaden out in your intellectual life. Everyone should be able to put "M. S." after their name. M. S. means master of the situation.

The fifth question—"Are you thoroughly alive, and active?"

Not only do you know enough, but are you thoroughly alive and active? I would like to believe so. The trouble with these conventions is that the very people that need these talks are the people who stay home. There ought to be more funerals. There are lots of dead people that are around, who should have been buried long ago. Some of them are in the school room. A young minister had a slip in his language—he wanted to say "scattering thoughts," he said "thoughtering seats." A minister at a funeral meant to say "the corpse which is before me has been a member of my congregation for thirty years." He said, "The member which is before me has been a corpse in my congregation for thirty years." I congratulate the schools of this State if there are not some teachers that are dead in their school rooms. They have gotten into a rut—a rut in a grave without a covering. It ought to be covered over. Are you thoroughly alive? Are you active? Put fire into your work, or else put you work into the fire. I am not like the little boy—you know he had a failing. He said "Good mornin'" and "Good evenin'". He even wrote it that way. He wrote "I am workin' hard." The teacher told him to put in "g." He wrote "Gee, I am workin' hard." That ought to be true of every teacher in Maryland. We should catch the spirit of the Twelve—"I must work the work of Him that sent me."

Sixth and last of these questions is this—"Are you joyous in spirit and happy in your work?" We ought to be glad and have a happy spirit in the presence of these little ones. It is not easy always to keep sweet. Not a bit of it. I think life ought to be joyous. The Devil should not always have all the fun. We should be like Rufus Choate. Some one said to him, "You always look so happy. What will you do when your constitution is gone?" "I will just live on my by-laws."

At Congress, they sometimes talk a long time, without saying very much. An old fellow got up there to talk, and talked for five hours. He said, "I wish that you would all remember that I am talking not

for this generation alone, but for all generations to come." One man said, "If you speak a little longer, you will speak to them." I don't want that to be your attitude.

Now, I have tried to pass on to you, my friends, these six questions. How are you getting along? Do you love children? Are you decent enough for your duty? Do you know enough for successful teaching? Are you thoroughly alive and active? Are you joyous in your work, and happy in your spirit? I bid you God-speed as I put before you these questions.

When I was in England I said, "Before we leave, I want to go to old Portsmouth, to see the burial place of Charles Dickens. I want to see Nelson's old battle ship 'Victory,' where he said 'England expects every man to do his duty. England expects every man to do his duty'." Fellow teachers, Maryland expects everyone of you to do his duty. Pennsylvania expects everyone of us to do his or her duty. God expects everyone to do his duty. Shall we disappoint the Eternal in that expectation? I hope not. I say this for the schools of Maryland, for the schools of Pennsylvania, for the schools of every commonwealth in this great Republic of ours. I bid you consider these inquiries I have put before you tonight. I trust you will go on day by day, one at a time making each day complete and beautiful with the work which you have done. Do you remember Tennyson's beautiful poem?

(Quoting Crossing of the Bar.)

MR. PHILLIPS: We had hoped tonight to have an address from another distinguished Marylander, Hon. Arthur P. Gorman, Jr., who is deeply interested in the cause of public education, and I am proud that he is a Howard County man. I will ask the Secretary to read his letter.

Mr. Gorman's letter, stating that he was unable to be present on account of a meeting of the State Tax Commission, was then read.

PRESIDENT: We will now be favored by a vocal solo by Miss Mary Brewington.

(Miss Brewington sung, and was received with much applause, and gave an encore.)

The meeting then adjourned to convene on Wednesday evening, July 1st, 1914, at eight o'clock.

Ocean City, Md.,

July 1, 1914.

The third general session of the annual meeting of the Maryland State Teachers' Association was called to order at eight o'clock P. M., July 1, 1914, in the dance hall of the Atlantic Hotel, Ocean City, Maryland. President Woodland C. Phillips was in the chair.

The orchestra rendered some selections. Miss Brewington and Mr. John A. Hundley, of Salisbury, sang some duets. They were accompanied by Miss Sterling, of Salisbury.

MR. PHILLIPS: It affords me great pleasure to present Dr. Green, who will address you on the topic "Our Book Shelves."

DR. GREEN: Ladies and gentlemen, when James Russell Lowell wrote on the Bard of Avon, he called it "Shakespeare Once More," feeling that already there had been so much told about Shakespeare. Tonight I think that the topic instead of "Our Book Shelves" should be "Books Once More." I told you last night that one of the methods of increasing the gray matter was through reading, and tonight I shall discuss the matter of the books to read. It may be only "carrying coals to Newcastle" to tell you the kind of book you ought to read, for as special teachers you have had special guidance.

There are three main influences—first in time and importance you want matured books.

Now, if you want to go to sleep, all right, you will have something to wake you up when the next address comes on. I used to be offended when my audience went to sleep. I don't any more. Edward Everett Hale said when he gave his address on "Sleep" his audience illustrated his lecture. I hope you will not be like the young fellow who remained in the church after service. The minister had made an announcement asking the officers of the church—the Board—to remain for a meeting. This young fellow sat in the back part of the church, and the minister went to him, and said "We were glad to have you with us during the service, but now we want to hold a business meeting, and will have to ask you to leave." The young man said "I am staying because you invited me." "I did not invite you. I want to meet with my officers, and you will have to leave." "No," said the young fellow, "you invited me to remain. You said 'the bored should remain.' If I was not bored by that sermon of yours, nobody was." I trust that will not be your feeling tonight.

Now, I want to give you two commands, and ask you two questions. Two very simple commands, and two very simple questions. In the first place "Have Book Shelves," and in the second place "Use Book Shelves."

Have your own book shelves. I take it that most of you are not here tonight in borrowed clothes—that you own the clothing that you have upon your form, most of it at least. No more ought we to be content with borrowed clothing for the mind. We ought to have our own book shelves, ought to buy the books that we want to read. It is all right to borrow once in a while, and all right, also, to return. But we ought to have our own books. How many teachers have bought a half a dozen books in half a dozen weeks? I advocate with my students buying at least one new book in one month. A lad who had invited me to his home took me up to his room. He tripped up the steps to the room, and when he got in he drew the curtains from some book shelves, and said “Do you see them? Do you see them?” It was like Cornelia looking at her jewels, that lad looking at his books. He said, “You remember you advocated the idea of buying at least one book every month. I bought two nearly every month since I graduated.”

I hope you are stocking your book shelves with fine books. Not only “Have your own book shelves,” but use them for information, for inspiration, for aspiration, and for preparation for the duties that are before you. I would not give the snap of my finger for a teacher who is not reading—not simply professional reading, but general reading. You may say your time is too limited, but “where there is a will, there is a way.” Find the time. I know how busy the school teacher gets. I know we often feel that we could not afford to seize the opportunity to read, but you cannot afford the opportunity to come in touch with great books. Arrange your program so that it is possible to get some reading in every day. Make out your program so that the children may have an opportunity to read. An old man I know said, “I know what’s the matter with that school. The trouble is with the *curriculum*.” I did not know what he meant for some time, until I decided he meant the curriculum. I know that is the trouble with a whole lot of children in the school, and with the teachers—there is not room in the program for reading. We are limited in the rush and hurry. Life is short, let no day go by without some good reading.

Remember those words in Frank Stanton’s “‘Jes’ awearyin’ for you,” which Carrie Barton Jacobs set to music for us. She also wrote “A Perfect Day.” We are living in a day of hurry and flurry. An old man said “They say the telephone reaches to the other world. It must, for I called up Molly, and the answer came back ‘Hell-o’.” It is as Frank Stanton says “The Lightning Age.”

Lots of people persuade themselves that they have no time. You cannot afford to not take time to read. We need it for information as well as inspiration.

I remember one remark of Edison’s. He said “No man knows one-seventh millionth part of one per cent of knowledge.” What do you think of that? I thought if this man, whose brain is the keenest in the world, does not know one-seventh millionth part of one per cent, then I don’t know one-seventh part of one-seventh part of one-seventh millionth

part. But honestly, I did not feel lonesome. I know that there are people in Salisbury in exactly the same condition, and in other parts of the country as well. How little we know! Some people are intellectually so skinny that they are shut out of the heaven of knowledge. You must come into that heaven. An old woman said she was sure of getting into heaven. She was long and lank and lean. She was asked why she was so sure. She said, "Oh, the Bible says 'Flesh and blood can't enter into the kingdom of heaven,' I am only skin and bone." I think that is a very unsafe foundation upon which to build. Some of you are so intellectually skinny you are going to be shut out of an intellectual heaven, into which you ought to go. You give your physical part of you three meals a day, and sometimes you wish you had some more meals. An old man said his boys did not get hungry, they just stayed hungry. An Ohio teacher asked how long the alimentary canal was, and the answer came back "It extends from Buffalo to New York." So, the appetites of some people seem to be just that long—some boys and some men. But they are not as intellectually hungry as they should be. I might say something of that same thing about the ladies. A young man was very much worried—he was much interested in a certain young lady, and he was trying to calculate how far the contents of his pocket would allow him to treat her to some ice cream. He figured and figured his amount of assets to see how far he could go, but he did not know how much she could take. At last he found a table that would help him, it read "One gal. four quarts." You can't always be sure of the physical appetite of these individuals. I wish they would be as intellectually hungry for great books. We need them not only for information, but for uplift, because by coming in touch with these great books we are uplifted. You remember "Where'er a noble deed is wrought, our hearts in glad surprise to higher levels rise."

Give your boys access to the great books. Are you setting them good examples?

Now, I have said to you then as teachers—have book shelves. Use the book shelves.

I want to ask you two questions—What books shall we put upon our book shelves, and how shall we use these books. These are important questions for us to ask ourselves. We are in the midst of the great mass of books that are printed today—which shall we put on our book shelves. I have stood in the British Museum in thirty-nine miles of two million books—they are printing fifty thousand more every year. What fractional part of this great mass of books shall we put on our book shelves? We must dare to be ignorant of a great many books. The wise person will weigh volumes rather than sound them. Alice Freeman Palmer did a splendid work. She was one of the greatest workers in American education. One time a few of us were in her home and she was telling us of an experience when she was asked to go to the stockyards in Chicago. She could not for the life of her decide what to talk to them about—they might not appreciate a talk on the value of an education.

She decided to give them certain phases of nature study. One great big over-grown lad who did not know what to do with his hand—and mind you, girls do not know how that is. We fellows do. I sometimes fall right over my feet. He was at that pathetic stage. He came up to speak to her, and she put out her hand. He did not know what to do with it, finally he made a dive, and after he got hold of her hand he did not know what to do with it, to hold it or not. Then he gave it a good pump handle shake. I get so sick and tired of this foolish business of shaking hands—I like a good hard shake. She said he looked her squarely in the eye, and said, “Madam, I will take snakes.” That was a sensible remark. Out of all the subjects to choose from he had decided to fasten his attention on snakes, and know all about their habits. If you have decided which out of that avalanche of books are worth while, and have put them on your book shelves, these books ought to be the best. What books do you look upon as being the best? I do not always go by Dr. Johnson’s dictionary as to the definition of some of the best books. Some of those old definitions are very funny—I came across an old dictionary the other day, and the definition of “network” struck my eye—“Anything reticulated or decussated, with interstices between the intersections.” Now, that does not make it very clear, does it? I think, my friends, that all books can be put into two classes—the sheep and the goats. You know the Bible speaks of dividing the sheep from the goats, and says “Depart from me, ye cursed, into everlasting fire prepared for the devil.” There are books blessed of our Eternal Father, which will cause you to inherit the kingdom prepared for you, and some books that you should say “Depart from me, ye cursed, into everlasting fire.” I am well persuaded that the world would get more light from them in that way than in any other. The books that are not fit for the goats are not fit for the “kids.” I hope we will see that they do not get them. When you can be with the eagles, why stay with the earthworms?

What type of books? I insist that the books ought to be mature. Irrespective of the book, we, as teachers, seek intellectual development. First place, I speak for the matured books. Coleridge said: “Consider those books the best that have matured by the consent of the ages.” Take the books that have stood the test of time.

Stick to your Homer, hug your Vergil, wander with Wordsworth, battle with Browning. Read not the books of our time, but of all times. Don’t allow the back yard fence to shut off your view.

Some people say “I am just dying to read that book.” Honestly, I wish some such people would die before they read it. Some one said to me “Oh, have you read Marie Corelli’s latest book?” That makes me tired—to pour over the pages of books like that. I said “Have you read Dante?”

With respect to Marie, let me tell you the first time I ever saw her. It was the first time I ever visited Stratford on Avon. I got in there about dusk, and I prowled around the little town for a while. It was a perfect night. I paused on a bridge and quoted Shelly to my heart’s

content. As I was standing on the bridge I noticed a lot of boats around and I said to myself "I would like to have a midnight ride—a moonlight ride along the river here." I went up to the keeper of the boats and asked him, and he said, "Oh, the concert is just about over." I said, "No, sir, I did not come for the concert." He seemed to say "You are a fool for going out after the concert is over." I thought "I am glad you know my name." Two young men came up in a boat just then and told me I was welcome to their boat. I got an interesting young English lad there to row me out, and I leaned back and trailed my hand in the water and quoted Shakespeare by the yard. The young man said, "Do you know if there had been no Shakespeare, there would have been no Stratford." He was right. It is not the place that *makes* the place. And so our boat turned around and we were just going up the river when he said to me, "Do you know whose boat that is?" I said, "No, how should I know that?" "That is Marie Corelli's." I said "Is that so? I must see the young lady." He said, "I will point her out to you." We came up fairly close. It was a beautiful sight, with Japanese lanterns all hung around. He said, "She is the one in full dress." That was not just what it seems though. Just as we came up what do you suppose she did? She waived her hand in the direction of my boat, and said "How beautiful it is." I did not like to run, but I was not used to such announcements. That was the last time I saw her, and I hope it will be the last, unless she behaves better, or I worse.

People pour over stuff of that kind just "to keep up with the times." There are people who never find time to read great books because they give all their reading time to the newspapers and the magazines. They are going to lose the intellectual crown that ought to rest upon their brow. A little girl had been singing "I want to be an angel, and with the angels sing, a harp within my hands, and a crown upon my brow." One morning as she was starting to Sunday School she got a magazine, and started off with it. Her mother asked her where she was going. She said, "I am going to Sunday School." "What are you taking that magazine for?" "I want to sing truthfully. I want to be an angel, and with the angels sing. A Harper in my hands, and a crown upon my brow." There are some people that are holding Harper's crown that intellectually ought to rest upon their brow. There is no intellectual salvation, my friends, for the individual who always reads the newspaper and the magazines. He is intellectually and eternally damned.

No one need tell me that children do not appreciate the highest type of literature. I have experimented too much, and know that they do. They say "You can take a horse to the water but you cannot make him drink." You can if you give him enough salt beforehand. If a boy likes dogs, then give him dog literature. If he likes horses, horse literature—and do for goodness sake, get away from Black Beauty and Beautiful Joe. If he is fond of fish, give him fish literature. I would not tell him fish stories in the usual acceptance of the expression. If the little girl is interested in cats, I would give her cat literature. You must drive out the bad, and bring in the good.

That brings me to my second description of the kind of books. In the first place, matured books. In the second place, wholesome books for ourselves, and for our boys and girls. Those books that will give pure and proper notions of life. You will find a good definition in the twelfth chapter of Romans—"Be not overcome with evil, but overcome evil with good."

You know there are people that are willing to take the unwholesome food that they will find in bad books. Our boys and girls cannot possibly get rid of the effect of a bad book on the system. Charles Lamb said, "No man can eat garlic secretly and not smell of it openly."

You may say you have to read a certain type of book in order to understand certain phases of life. You do not need to go down among the refuse to understand the process of sewerage. The only way to down the bad literature is to lift up the wholesome. This is possible if we drive out the bad. I want to tell you of a little experience that I had. I asked one of the boys in the school to bring some other boys to my room. Five boys came. I said, "Boys, you have not been reading the best things. I would like to show you there is something better than the books you have been reading. Will you listen to me?" They said, "Let her go." "Fire away." Not very choice English, certainly. I read to them a while, and then said, "Boys, if you like this we will read again soon." Next time they were on hand with two others with them. We made a little friendly circle. They came at four o'clock, and I read on until five o'clock. "Now," I said, "we must stop. I am a little tired from reading so long." They said, "Oh, read on." I said "All right, I will read on until ten minutes to six." The bell of the evening meal rang then for the boys to get ready for supper. I read on until six o'clock. "Now," I said, "boys, we must stop." They said, "Don't let's go to supper tonight." I thought that if I had overcome a boy's appetite I had done something wonderful. "Don't let's go to supper." "All right." I read on until seven o'clock and finished that volume. Did that pay? Two of those boys have graduated from Lehigh, one in Princeton, one in the west in Kansas is a leading railroad man.

Then I like to contend for the cheerful book. Fill us with optimism. Some people are fond of reading the "vinegar" Bible. One old Bible you know was printed instead of the "parable of the vineyard" has "parable of the vinegar." We should not be fond of the vinegar reading. I was to speak in one town on "An Oxford Window," I think it was Allentown, Pennsylvania. When I got there I found that they had announced that I was going to speak on "An Oxford Widow." I was not in a position to speak on that topic. I am contending for the cheerful book. We need it. Catch Browning's idea in Pippa. We want the book that is free from morbidness, that will keep us from pessimism. Some people think this world is a vale of tears. I don't believe any such thing.

Remember that expression of Emerson, "Write it on your heart that each day is the best day in the year." Next is the command of the greatest Teacher in the world, "Sing, rejoice and be exceeding glad, for great is your reward."

I will always remember something that my mother said to me just after the head of our home had passed away. I was only a little lad. She told me "Earth hath no sorrow that heaven can not heal." Remember that.

I believe in the type of literature that makes the heart glad and happy. You would not want to compare James Whitecomb Riley with Byron, for Byron was the third greatest poet that the world has known, but Byron was inclined to be pessimistic, and James Riley was very philosophical. You remember his "There, little girl, don't cry, don't cry. They have broken your doll, I know. * * But heaven holds all for which you sigh. There, little girl, don't cry." That is what we need.

I passed around the tomb of Napoleon, and read on his sarcophagus the list of battles he had fought. I asked "Where is Waterloo?" Then I remembered that Waterloo to Napoleon meant defeat. Remember your victories, and forget your defeats.

I want to tell you of an experience I had with a little lad between four and five years old. I heard him crying as if his heart would break. I said, "My boy, what is the matter with you?" He said, "You come around here with me." He took me around the porch and showed me a little pet rabbit lying dead. I said, "Oh, well, we will have to bury it. That would be the next thing to do." He said, "Suppose we bury it out in the garden." We selected the spot and carried the poor little rabbit out and dug its grave and buried it—the poor little fellow all the time crying and sobbing as if his heart were breaking. His world was shattered all to little pieces. When we finished, what do you suppose he said—with the tears streaming down his face, he looked up and says, "Well, maybe it will do the garden good, won't it?" Alas for him who never sees the good.

Now what kind of books? Mature, wholesome, cheerful, and vary them from time to time. History tells of the progress of the world. Science tells of the truths of nature, and you also want fiction. Science groups, history relates, philosophy explains, and poetry creates. Read beautiful poetry. It is the best of wine. It won't put bread in our mouths, or clothing on our forms—sometimes I wish some people had more. I read an article in some paper that in the Philippine Islands they wanted to start a Christian Endeavor but they did not have anything to pin the badges to. I suppose these days we need something to pin badges to. But while poetry won't put clothing upon our forms, it will give us clothing for our minds. I love poetry. I remember on the day that that great poet, John Greenleaf Whittier died, the newspapers had only one column of his death, while of a great fight that had taken place at the same time they had sixteen columns. They regarded pugilism and poetry as sixteen to one.

If I had time, I would like to really show you the difference between verse and poetry. Poetry has passion and power, sentiment and inspiration. Largely the difference between verse and poetry is as perspiration to inspiration. You must create a love for poetry. You cannot explain its power. It is like the fragrance of a flower that you can enjoy without really seeing.

I have lingered so long now, that I will have to hurry with my other ideas. A friend of a very bald-headed man said to him, "You don't have to waste much time brushing your hair." The bald-headed man said, "The time I save in brushing my hair is lost in washing my face." I have used too much time now, I will have to hurry. Speaking of bald-headed men, a man went to the barber to get shaved, and asked him if he could shave him with his collar on. The barber said, "Yes, and I can cut your hair with your hat on."

Now, I say "Have book shelves." "Use book shelves." What kind of books? The kind that will better prepare us for our duties. How shall we use these books? The way in which we use them will determine their worth to us.

We need to be receptive in the first place. Go to them with your mind open and say "Come into me."

Secondly, we need to be desirous. Remember Milton's prayer.

Next we ought to be imaginative. We must, I say, if we are going to get the humor be imaginative, aside from being receptive and desirous, be imaginative. Let imagination play and glorify what you read.

Fourth and last is how to use them. Be receptive, desirous, imaginative, and determined—doubly determined in your relationship to these books, doubly determined to understand them and to appreciate them, to master the meaning, to understand the thought, get clearer notions of life. You have no idea of the misconception that boys and girls place on poetry. A boy was asked what "The shades of night were falling fast" meant. He said he did not know unless they were pulling down the blinds very rapidly. A little boy in the kindergarten was asked how many there were in the family—father and mother and little baby—one and one are two and one to carry. Pretty good, don't you think?

Determined to understand, to appreciate. Appreciate the style. Appreciate the diction of a beautiful poem. Take Sir Launfal. You read "In the pool *drowse* the cattle up to their knees." See the value of the word "*drowse*" there.

Appreciate the diction? Yes. Appreciate the harmony of the language? Yes.

I have asked you teachers in particular to love the language. It is a language that we might well be proud. It is full of puzzles—no doubt about that. Two men were on a trolley that had paused for repairs. One of them said "We might get on better if we get off." They got off, but by and by the trolley was repaired and passed them, and then the other one said, "We would have been better off if we had stayed on."

"What will the lecture be on if it comes off?" It will not be on anything if it never came off.

Then "Would you propose to a girl on your knees?" I think I would either do that, or I would ask her to get off, and I would go home. There is nothing the matter with that—only a double meaning.

My friends, as you take these books from your book shelves, appreciate the spirit, get into the inside. If the gods send us gifts, let us appreciate them. I am not much interested in the shell of an oyster—I am a deal more interested in what is in it. Take those books that are the survival of the fittest.

In the use of these books be receptive, be desirous, be imaginative, determined—doubly determined to understand and to appreciate, and if you do, I am certain your life will be beautified and God will be glorified.

I thank you for the delightful times I have had with you and I bid you Godspeed.

At the close of Dr. Green's address Mr. John A. Hundley, of Salisbury, rendered some vocal selections, accompanied by Miss Brewington.

MR. PHILLIPS: It affords me pleasure to present our next speaker, Mr. A. B. Chandler, Jr., Vice-President of Virginia State Teachers' Association, who undoubtedly has an interesting message for you from the Old Dominion. It is with great pleasure that I present Mr. Chandler.
Mr. President, Ladies and Gentlemen:

Virginia's 11,000 struggling public school teachers send their cordial greetings to the consecrated toilers of their beloved sister State. This mighty band is grappling in heroic optimism and confident energy with the thousand nagging problems that beset the way to victory.

These teachers owe much for their inspiration and guidance, in many phases of the rural problem, to the masterful leadership displayed by the undaunted spirits of the State of Maryland, who, in a number of favored spots, have established an educational program so nearly ideal as not merely to command our admiration, but also to provide a practical working model for the enrichment and enlargement of our own countrysides.

And yet I am here not so much to indulge in compliments even to the teachers of Maryland who so richly deserve them, but, with the kind permission of your President, to deliver an address on "Woman in History," and the brief time at my disposal and the presence of other speakers on the platform compel me to proceed at once to my task.

"WOMAN IN HISTORY."

I do not appear as an apologist for woman tonight. She needs no apologist. The historians, by some strange oversight, have failed to analyze and record the contributions which she has made to the history volume of the world. Subtle and silent have her influences been in this history fabric, but these influences have been no less real and potent because thus hidden from our view. It is my purpose to discover the true perspective, and give you a picture of woman in her constructive work of shaping the destinies of men and of nations. Unlike man whose busiest efforts are spent in the maelstrom of human conflicts, woman's life is devoted to quelling the seething sea of its ceaseless roar and

guiding the rough elements to the lurking places of their retreats.

She checkmates the bold advances of man's impetuous spirit, and in these bloodless victories the men who fall before her guiding wisdom are but strengthened and ennobled for a future conflict. Thus it is and through these forces wrought that unaccredited woman yields to the world a sum of noblest history lore, worthy of the radiant pen of every history chronicler and of a study in human life as great as her work is enduring.

Consider a period within the range of recent memory. The doom of the Confederacy is sealed forever with the rich blood of Southern martyrs. During the four long years of its heroic but death-like struggle, when the keen blade of hostile invasion swept with trenchant power like a grim besom of destruction over the fairest land on earth, who made the Confederacy's history grand and great?

Lee and Jackson led her armies and the private ranks marched to fruitless victories or to death. But I beg you to consider that for every shot there is a woman's prayer and for every death-pale face drops a woman's tear. While the Southern braves are in the field in defense of home their wives and daughters guard with vestal vigil the sacred portals to its entrance. Ah! for man's every deed there is a complementary deed of woman. And there is no singleness or severance between the two—no hostile clash, but harmony and unity. Therefore, the same pen which records the heroic accomplishments of man in peace or war ought with equally eager zeal to describe the silent triumphs of his blessed consort. The same bard who portrays in majestic verse the glories of his hero, should also dedicate his muse to the fadeless virtues of this hero's female contemporaries who have inspired the genius for his deeds. The sculptor under whose chisel the rough marble springs into life, should sketch no more the martial features of a hero than the delicate lines of the matchless heroine—the silent history-maker who in her unobtrusive modesty has been willing to put aside the outward glory of public life, but is nevertheless the most potent factor in shaping its destiny.

And does not this conception accord with the holy record of creation? In the beginning God created the universe. From nothingness he called into life the birds of the air and the beasts of the forest. In obedience to His fiat the mountain peaks pierced the sky everlasting monuments of His power. The ocean wastes spread their waters over the earth and divided continents.

The rock-ribbed hills heard His voice and locked the precious gems within their bosoms. From His throne He scanned the earth and green pastures and mighty rivers sprang up at His bidding. He swept His wand across the vaulted canopy of created heavens and at its magic touch the planets set in motion, and the stars pursued their trackless paths across the skies. When these labors were ended He looked again upon His beautiful footstool and He said, "It is good." But His creative genius was not exhausted nor did he regard the earth complete.

A fitting capstone must yet be added to this great monument of His power. As master of them all God created man and breathed into his soul the breath of life. But man is generic and woman was his co-partner in the possession of this glorious empire.

And, "Not from his head was woman took,
As made her husband to o'erlook;
Not from his feet, as one designed
The footstool of the stronger kind;
But fashioned for himself a bride,
An equal, taken from his *side*."

And so it was,
"The world was sad, the garden was a wild,
And man, the hermit, sighed till woman smiled."

Such, ladies and gentlemen, were the auspices under which history begins. Such is the history of human life. Therefore, nothing can be more inspiring or fraught with graver consequences.

Carlyle tells us history is the essence of biographies; but every one of these biographies has this same divine origin, and upon each is impressed the imperishable image of heaven and of God. In view of this divine source of life, no human phrase could be too strong to portray its worth and grandeur, no pen picture too laudatory to pronounce its panegyric. I love to see the wide expanse of velvet green which locks the sunshine in its blades, drinks the morning dew of heaven and in its trustful faith tells what the harvest is to be. This is the spring-time of life. It is the season of preparation and of hope. I love also to see the summer fields weighted with the golden grain and waving in entreating curves at every Zephyr's breath for the reaper's touch. This is life in its noon-day glory. It is the season of fruition and busy toil. Hope has passed into reality. But at last life's summer-sun must sink behind the western hillocks, and its warmth begin to kindle the life-sparks of another generation. Autumn's chilling shadows gather, and its seared leaves and fading blossoms herald the advent of life's evening hour.

The fruitage of every life is its history. It is planted in its spring-time, gathered in its noonday and garnered at its evening close. But the value of the harvest must depend upon the planting and the culture and the quality of the soil. And so greatest of all is the time of preparation, for as we sow so shall we reap. Thus I reach a climax of my argument in likening woman's history work to this morning glow of life with its busy preparation and its buoyant hope.

Yes, the real life of every history age has two epochs—the inspection of its results and the examination of the preceding forces to whose presence these results are attributable. And were I called upon to make a comparative estimate of the two, I would name the latter as greater in value because it is primary and independent, while the former is secondary and dependent. Woman's exploits in history-making are most glori-

ous in this epoch of causal preparation, though happily the world is not without illustrious examples of her noble deeds of visible splendor, as she wields the sceptre or leads the hosts to battle.

Lack of time forbids us to linger long and call to mind many examples of this class. Yet the temptation is too enticing to omit them altogether.

In religious history it is hardly necessary to point to the sacred record for illustrations of woman's contributions to the history-volume of the world. Here her place is one of universal recognition and acceptance. The beautiful story of Ruth and Naomi has echoed through the cycles of many centuries, and where in all literature is there a story of rural life more sublime in conception and beautiful in execution than this touching pastoral, which presents to an anxious world fadeless lessons of gentle love and practical sympathy?

Skipping now, but not for lack of history, to the dispensation of the cross, have you not often thought it's strange that the biography of the greatest history character of the world, save her only son, comes to us in scattered fragments, and the details of the life of Mary the Mother of Jesus are hidden from us by some occult law of heaven? Her accomplishments were not many or varied. But she is the source of the one greatest event which stands without a rival in history and the only one which has upon it the seal of heaven that it shall circle the earth.

What a sublime picture of model home life is portrayed by the inspired scribe in the simple record of the biographies of Mary and Martha, the sisters of Lazarus! Their home was inornate, but it was the earthly Mecca of the Master, and its priceless jewels were these two women, partakers with him in his toils and loved by him for their ceaseless ministrations of sacrificial love.

But in pointed contrast to these illustrious history characters, consider the wicked treachery of the mercenary Sapphira and we have before us an example of the direful results of self-aggrandizement, perfidy and hypocrisy. Well, it is that the deeds of such ignoble characters have been preserved, for they teach their lessons and point to erring **humanity** the pitfalls of their retribution. But we cannot linger longer in the domain of church history and recall the thousand exploits which her women have accomplished.

Passing now from religious to profane history we find that the same law obtains with equal force. We shall omit to even briefly notice the dazzling splendors which marked the reigns of Semiramis and other ancient queens and princesses in a remote period of the world's history progress and the many mythical stories with which the eras of such female potentates are replete. From this ancient realm of weird imagination and beautiful legend and from its enticing charms let us turn across the chasm of many uncertain centuries to consider the greatest history period of the greatest republic of letters and science the world has ever seen. When we embark from the walled city of the hanging gardens, there can be no doubt that our craft must be borne upon the frothy bosom of the Agean and must finally anchor in the Peiræus on the

Bay of Salamis. Four miles and the walls of Pericles separate us from the Athenian Acropolis and the mightiest seat of letters under the sun. This is Aspasia's age. Historians call it the age of Pericles, but I prefer that it shall bear the name of his cultured wife, whose brilliant leadership both in state-craft and in letters excited the admiration of the world, and whose gracious favor was courted by every living statesman needing counsel for his darling projects. After the ostracism of Thucydides Pericles was master of the Athenian Empire; but Aspasia was master of Pericles. And not of him alone, but she was in reality the central figure throughout the whole Hellenic world. Even in this age when misguided man had kept woman under the social and literary ban, Aspasia by her incomparable abilities forged to the very front in art and science and literature and politics. Her private circles were frequented by the most cultured men of the State who brought their wives that they might learn wisdom at her shrine; Socrates himself declared that he learned eloquence of her; and Plato is my authority for the ascertation that the funeral oration pronounced by Pericles, and universally adjudged second in eloquence to no composition extant, was from the pen of this gifted woman.

The impress of her life took expression in the marvellous sculpture work of her time and was a wholesome inspiration in every department of human endeavor.

And yet, in view of all these mighty truths, aye in spite of them, it is also strangely true that modern historians in telling the glory of her age have described in fulsome verbiage the outward marks of Athenian greatness, seeming to forget that these are but results, and the most powerful source of their germination are the mind and heart and presence of this wonderful woman.

From these delightful musings let us turn our thoughts to still another age and to other conditions of history life. Go with me to the land of the Pyramids, and let us consider together the famed siren of the Nile. It is not for us here to recall Cleopatra's varied exploits for their romantic value, but merely for their influence upon the history of her time, and the light they shed upon subsequent events.

The story of her strange career is familiar to us all. The sturdy victor of Pharsalia fell a ready prey to her dazzling beauty and became a fugitive from her court to the senate death-chamber in the imperial city. The first triumvirate was gone, and the central figure in the second and the last, likewise attracted by her bewitching charms, fell into the meshes of her toils; and such was her power over this Roman Knight that to her sons, though strangers to the Roman world, Mark Antony parcelled out Kingdoms and thrones, abrogated the matrimonial ties which bound him to Octavia, and under Cleopatra's patronage marched to his defeat at Actium and ended an ignoble career in suicidal death.

The Roman Republic was no more; the Empire had begun. The details of this crucial period of transition need not be recited here. It is enough for us to know that its central figure was this diplomatic

woman; and if Caesar yielded up his life in civil martyrdom at Rome, if Octavius drove Mark Antony in defeat from the field of Actium, shattered his colossal fleet, and sent him helpless to the wretched solace of his faithless paramour and set a final seal upon the conquests of the Republic's arms; if the Roman harvest field was already being stripped of its richest fruits of victory, the inner truth of history points to this eastern siren as the most fruitful cause of these events.

But we must hurry on. We leave these turbulent scenes of licentious corruption and mingle in the unparalleled events of another woman's life. We span the chasm of ten long centuries and with muffled breath halt upon the field of Orleans. In those who love deeds of daring chivalry and value noblest patriotism the story of Joan of Arc must find responsive chords. The history of her exploits sounds like pleasing romance. But let not this semblance becloud the fact of history that Providence raised up this sainted heroine to be the national deliverer. With sword in hand and on mounted steed, this pious maiden, at the beck of angel's voices, planted the banner of her king before the gates of the beleaguered city, and even sturdy British valor withdraw in defeat from the bitter siege. Charles was King and France was free! And the ignominy of her later martyr-death only accentuates the wholesome splendor of her spotless life, and her noble contributions to the comprehensive history, volume of her sex.

Before leaving the continent I am constrained to have my thought illustrated also by the lustrous sovereign rule of Austria's greatest potentate. The Empress Maria Teresa is excelled in her wisdom as a ruler only by England's mighty queens and by no earthly sovereign in the innate qualities of her heart and the masculine force of her presence.

She was fearless and womanly, and by her consummate skill and ability successfully maintained against tremendous odds and the ungrateful prejudice of the masculine world the provisions of the celebrated Pragmatic sanction under which the hereditary possessions in Austria were to descend intact in the female line. A century and a half separate us from her time. Yet Austria of today dates her power to the struggles of this Empress, who beat back the allied invaders and saved her country from dismemberment.

We now cross the channel and view the beautiful and expansive domain of our fathers. No attempt will be made to even summarize the reigns of Old England's greatest queens. Closely interwoven with the history of our own blessed country, the crowded events of their respective eras are as familiar to us as the decalogue. And yet no sweeping generalization brings us satisfaction. It were commonplace to declare their reigns the most brilliant of all from the Anglo-Saxon conquest to the present hour. This is axiomatic. But it is a wholesome inspiration to be ushered into the presence of such greatness and to contemplate the beneficent issues which marked their times and crowned the world with richest glories.

We have now scanned the course of religious and of profane history, and culled at random lessons from its several departments which amply show that even in the realm of government, politics and war woman has been conspicuous, although she lays no claim to highest excellence here. In our ramblings we have traversed the circuit of the civilized earth. Laden with the precious freightage of our gathered truths, let our vessel now return from its storm-pelting voyage to anchor in the blessed harbor of widest liberty beneath the tricolor flag of free America.

And now, in speaking of the deeds of American women and the influence of home in constructing the progressive splendor of our nation's power, I reach the final climax of my argument; for home is the nation's palladium of defense, and the family the Herculean pillar of the state.

The historian chronicles the political and social fabric of an epoch, its papers of state, its political institutions, the conquests of its shot and shell, intersperses his sketch with the biographies of its towering genii raised above their fellows, and tells us this is that epoch's history. These are in truth the outward visible signs which appear. But have we not also been taught that all things good and great are not found above the surface? Is it not true that there are other and different forces which have been at work? And is their absence to be inferred merely because they are hidden from outward gaze? Has not every effect an adequate cause, and need that cause be visible and tangible simply because we see only the effect? Does not an apple which we see, fall in obedience to a law which we do not see?

In the gradual transformation through which this world has passed, from a barren wilderness peopled with hostile tribes of savage men into a neighborhood of friendly nations bound together by the reciprocities of mutual interest and firmly united by the iron cord of the ocean cables; in the silent yet potential forces which have overcome the ignorance and superstition in which this world was steeped, and brought it from a race of simple rustics into a race of Shakespeares, Miltons, Byrons and Poes, in all of this sublime development I behold the dominating and uplifting force of woman's influence as she glitters in dazzling light from the portals of the home.

Though she rarely obtrudes her personality upon the world or seeks renown as the herald of her deeds, she is nevertheless the most important factor in its progress. In shaping the destiny of this beautiful world she does not need the trump of fame any more than the sunlight needs a clarion to proclaim its mission, or the speechless law of gravitation sues for the trumpet of Niagara.

She does not crave, nor does she need, any ostentatious display. Even my superficial acquaintance with the sciences teaches me that the grandest forces in nature are not those which are tumultuous and apparent, but those which are silent and invisible. In looking upon the dazzling sparkle of the speechless stars, I cannot see the dumb, mysterious force which holds them in suspense and regulates them in their trackless paths amid the silence of the universe. Though I can see with my eyes the

delicate hue that gives enchantment to the flower, I cannot detect the quickening power that gives it life nor the viewless touch that robes it in the livery of the rose.

In looking upon the fluctuating deep I can see the myriad waves leaping into the crystal light, but I cannot observe the force by which the tides are governed, nor discern the sparkling fountains that lie concealed in its majestic bosom. But while I cannot see these things with the dim, external vision which God has given me, I can at least perceive them in a measure with the inner sense which teaches me to reason and to think.

Pursuing this analogy, I may be able in reading the pages of history and in musing upon the affairs of men to see only the outward instruments by which our nationality has been achieved—the pen which has framed the constitution and the laws and the sword which has wrested our borders from oppression to make this land the habitation of the free; but behind these mighty instruments, in the quiet seclusion of the home, I behold the wise and gentle tutor who has imparted her loving precepts to the pen and who has taught the sword to be merciful. Here it is, ladies and gentlemen, more than in our outward contact with the busy world that I point for our highest inspiration. True indeed it is that “the hand that rocks the cradle, moves the world,” and pitiable is the springing youth who forgets its moulding touch.

The heroism of that little band of Spartan soldiers under the fearless leadership of bold Leonidas finds its explanation in the patriotism and devotion of Spartan mothers who preferred to see their sons brought home upon their shields than in dishonor to return without them. And let me tell you that what Spartan mothers were to Sparta in this crisis of her strife, what Roman matrons were to Rome when her conquering legions swept the earth and her eagles nestled at the sun, what Grecian maids and mothers were to Greece when Homer sang beside the Hellespont and the shout of her victorious armies echoed back from the acropolis, what Highland mothers were to Scotland in the stormy days of William Wallace, and what Alpine mothers were to Switzerland when the smoke of conflict wreathed the mountains and the shock of battle shook the waters of Lucerne; what the noble women of this earth have been to the cause of human liberty, teaching the principles of freedom at the fireside and planting in the breast of childhood the seeds of patriotism and of truth; what the gifted women of every land have been to its music, sculpture, romance, literature and song—the American woman, appropriating the virtues of all and the faults of few, has been to song and story, the religion and the literature, the patriotism and the statesmanship of the American Republic!

And our nation has not been unmindful of her silent, yet effective work. On the dome of its Capitol, lifted above the din and dust and holding communion with the azure and the light stands a silent and majestic figure—not the imperial bust of Mars or Jappiter; not the robust figure of some statesman dumb in effigy, nor the martial features

of a hero mute in marble; but, impersonating the grace and grandeur of a nation, interpreting the silent force which has steered the ship of state through all the storms and breakers of the past, looms the statue of a woman—the preferred emblem of American justice and the imperial goddess of American liberty!

This picture I have seen with my naked, outward vision; but in my heart and in my imagination there looms a more thrilling picture still. I can see a lofty structure of enduring marble. Rooted deep in the foundations of the earth, it towers above the shaft of Bunker Hill, and raises its proud peak beyond the monument to Washington. Rising above the noise and din of commerce it bathes its summit in the calm serenity of nature's silence. In its massive composition I recognize the fibre of the Blue Ridge and the Alleghanies, the Catskills and the Adirondacks, the Sierras and the Rockies. Every State in our United Republic has contributed to its erection; but such is the colossal grandeur of its towering form, rising above all surrounding objects, that it seems as if some giant sculptor had chiseled it in living stone from the Monarch of the Alps. On every block of marble is wrought in bold relief the name of some obscure and lowly woman, who has helped by her silent influence to rear the masonry of this stupendous pile; but high upon the structure and reaching across its marble face I read this wonderful inscription: "Dedicated to the Women of America, Who Have Inspired the Patriotism, Nerved the Courage and Made Possible the Victories of the Grandest Republic on the Globe; Who Have Been the Power Underneath its Forums and its Battlefields, and who, in the quiet seclusion of their Home Retreats, far from the maddening crowd's Ignoble Strife, Have Reared the Altars of a Nation's Faith and Kindled the Vestal Fires of a Nation's Eternal Freedom!"

And what more shall be said of the magic power of the home? The honor, integrity and purity of the home is the surest basis for enduring greatness. The home is that fountain of true life whence springs the rivulet gathering in its winding course waters from other fountains till it swells into an ever-broadening river, and at last mingles in the great deep and helps to compass the earth. Listen to this sweet conception of the poet:

"The prince rides up to the palace gate,
But his eyes with tears are dim,
For he thinks of the beggar maiden sweet
Who never may wed with him,
For home is where the heart is
In dwelling great or small,
And there's many a splendid palace,
That's never a home at all.

The yeoman comes to his little cot
With a song when the day is done
His dearie is standing in the door,

And his children to meet him run,
For home is where the heart is
In dwelling great or small
And there's many a stately mansion
That's never a home at all.

Could I but live with my own sweetheart
In a cot with a sanded floor
I'd be richer far than the loveless maid
With fame and golden store,
For home is where the heart is
In dwelling great or small
And the cottage lighted by lovelight
Is the dearest home of all."

John Howard Payne wrote to please no passing fancy or provincial taste when he sang of "Home Sweet Home," but appealed to the great heart of humanity throughout the cycles of all the ages. Fond in my memory is the humble cotter's fireside as portrayed in the quaint old Scotch of Robert Burns. My fancy kindles as I muse upon those old baronial castles which dot the verdant foliage of the Rhine, and which still dream of wars and tournaments, exhaling a perfume from the mouldering past as they shed upon the shimmering water the reflected radiance of the lamps of chivalry. I love the stately homes in England's realm to which with pride many here can point as the birthplace of their sires. But dearer still than all these palaces of splendor I love the modest homes of my own beloved America; and dearest to my heart of all the rest is that home in which my life began to beat, where first I breathed the alphabet of love, and under whose protecting shelter, I found in childhood's simple faith the key to Heaven's golden gates.

I do not know all that Heaven has in store for the faithful of my race, but my dreams of that eternal home shall be fully realized if, riveted in ecstatic silence before my gaze, there looms on my raptured sight the home my boyhood loved, and underneath its hallowed roof my heart grows young again in its sinless rapture of immortal childhood. Oh, the love of home! And love does not perish like the fragrant rose-bud which exhales a transient sweetness and then falls lifeless to the ground; but simply passes like a summer rainbow which beautifies the cloud on which it lingers and then fades softly into Heaven's mystic silence, but soon to reappear.

But I must bring this discourse to a close. My confidence in the future of my country is lodged in its women, and is based also upon the fact that from the lakes of the gulf and from ocean to ocean our government is an indissoluble network of homes and around whose destinies is entwined the imperishable solicitude of fostering women.

Monarchs may tremble on their thrones and their palaces may crumble to the earth, the withering and relentless hand of time, the master of us all, may sear and destroy the structures of this world—but not till

the last trumpet-beat, summoning all from beneath the sod, shall the structure of happiness and purity, planted in the mother's heart and nurtured in the home lose its place and its power among the race of men. And to us all, let my benediction be that throughout the vicissitudes which mark our days, mother-love and home-love may bind us close with their golden girdles, and the gentle dove bearing the olive-branch of peace, may ever nestle the guardian spirit about our hallowed homesteads.

Mr. Caldwell then read a telegram from Supt. C. N. Kendall, of New Jersey, stating that it would be impossible for him to be present.

MR. PHILLIPS: I am requested to say that Mr. Chandler will be obliged to leave on the early boat tomorrow morning, and if you have the time, he would be pleased to meet all the teachers for a few moments.

The meeting was then adjourned to meet again on Thursday morning, promptly at nine-thirty o'clock.

Ocean City, Md.,

July 2, 1914.

The fourth general session was called to order by President Phillips on Thursday morning at nine-thirty, in the dance hall of the Atlantic Hotel.

The orchestra rendered some selections, after which Mr. John A. Hundley, of Salisbury, gave some vocal selections. Mr. Hundley was accompanied by Miss Mary O. Brewington.

The Secretary then read the minutes of the previous general sessions, which were adopted as read.

The Treasurer then read his report, which was referred to the Auditing Committee.

MR. PHILLIPS: Next is the report of the Committee on Legislation by its Chairman, Dr. M. Bates Stephens.

DR. STEPHENS: I have no written report of the Committee. In fact, the Committee has not had time to meet since we have been in Ocean City this time, but we accomplished all that you asked us to do. I remember some years ago at a Convention held in Baltimore City—a political convention—there appeared a cartoon in the morning paper representing a huntsman—an Indian of the tribe of Pocomoke—he lived in this county—he went out to hunt, and his object was to shoot a squirrel, but when he came home he not only had the squirrel representing the nomination for Governor, but he also had a rabbit, representing the nomination for Comptroller, and he was saying "I went out to shoot a squirrel, but I got a rabbit too."

We not only did what you asked us to do, but we did more. We had more laws passed, with the permission of the Legislature than you even suggested when the Committee was appointed a year ago. We

have had these laws printed in this pamphlet (holding up little book). These are just the new laws. I do not know that there is anything to do more than merely to refer to each of these laws with a very slight comment. We would not do this at all. We would submit this as our report if all the teachers had received copies. I think any of the members of the School Board could tell you what these bills are.

First—is a training course for teachers in high schools, one high school may be selected in the county, and a teachers' training course inaugurated, which must have the approval—which must be the course prescribed by the State Board of Education, and the appointment of a teacher to that course must have the approval of that Department.

Next is the choice of summer schools in lieu of institutes—the law requiring every county to hold an institute of at least five days. Such a county may send a percentage of its teachers to a summer school—not less than twenty-five per cent, and allow those teachers \$25.00 towards their course. They may do that in lieu of holding an institute. We feel that in three or four years that county will have reached all the teachers, and given each one a summer school course of six weeks. The county which begins one year ought to continue for three or four years, so that all the teachers may try the experiment. Some of the counties have already elected that plan instead of holding an institute.

The next bill is minimum training for teachers. We have been for years trying to protect that end of the work. After June, 1915, no person untrained and inexperienced can enter upon the duties of a teacher unless he has had the equivalent of five weeks summer training school work. After June, 1915, we are not to have anyone, as we have now, who may happen to hold a certificate, and yet have had no training at all.

Then the location of the State Normal School is simply changing it from Baltimore City to Baltimore County.

We will have the medical inspection of schools after the present school year.

We have the Maryland State University Bill, the Board of Regents, that was not introduced by our Committee. That is in the interest of higher education.

The next is the Ocean City Educational Building. The State appropriated \$25,000 to erect in this city a building for meeting purposes. They did that as a compliment to the teachers of Maryland. We are now arranging plans for that building, in fact, have agreed upon plans, and enough has taken place already to assure you a very suitable building will be erected.

The next bill is that pertaining to high school salaries—and the wider use of school buildings—two or three trustees cannot arbitrarily deny the use of school buildings for purposes that are non-political and non-sectarian in their purpose.

The next is the high school teachers' salaries—the minimum amounts under this new law for principals for first division of twelve, thirteen,

fourteen and fifteen hundred. Experienced teachers may get fifteen, sixteen, or even eighteen hundred. Principals of the second group may get from ten to thirteen hundred—thirteen hundred dollars is the maximum.

Then we have another salary bill here which affects those who are not high school teachers—elementary teachers. The Legislature felt that those who had spent money and time away from home in getting a training for teaching ought to receive more than those that had never expended either their time or money. So Normal graduates, and graduates of Normal Departments or Departments of Pedagogy, and that teachers who may not be Normal School graduates, whose certificates from summer schools or otherwise, may be the equivalent of those who graduate from the Normal School, shall begin with a salary of not less than four hundred dollars instead of three hundred, and gradually increase until they reach five hundred and fifty dollars for eight years' experience, so that there is a recognition in favor of the professional teacher of a difference of \$100.00. That has not been done heretofore. That is a distinct step forward in recognition of those teachers.

I would say here that teachers who wish to apply for that increase who are not Normal trained teachers will have to make their application to the State Department of Education, and submit there such certificates as you may want that Board to consider and to determine whether to certify your name to the County School Board for this increase.

We have had something to say about the school survey. We want you to get ready for that. All the teachers will have to have a clean-up, and improve your school in whatever way you can. We want to have co-operation.

At last we have what we call a "retired teachers' appropriation." Some years ago \$20,000 was provided for that purpose, and then \$25,000 was voted, and then \$28,000, and the last appropriation this year fixed the amount at \$34,000, so that it is possible for one hundred and seventy of our retired teachers to be on the paying list at the same time. They receive \$200.00 a year, and while that is not an exorbitant sum, at the same time, it is very much appreciated by these teachers who are on the retired list, and it will be a great help to them.

The only other bill—the maintenance for the Normal School was increased somewhat, so that we can enlarge the work of those schools.

The only two bills that failed—one was a bill to increase the length of the colored schools' year to seven months. That failed. The other was to make school attendance mandatory and State-wide, and that failed.

So you have something left, which will make a beginning for another campaign, and I am almost glad that we did not do everything that was possible to do, as we would have had nothing to do in the future.

Here are some things we must do yet—we must have a State-wide, mandatory school attendance law, if Maryland is to occupy a better

position. There is nothing that keeps us from rating high more than the fact that we have two systems of schools to maintain and where one system has a school year in some counties as little as four months. We cannot rank with those States that have only one system to maintain.

Another request that this Association made that we were not quite able to do was to have the State tax raised. A sort of a compromise was reached, and they just gave us seventeen cents school tax instead of sixteen and one-eighth cents as we have heretofore received. We had hoped for eighteen cents. After a while we will have a State tax of twenty cents.

We make this as a report of the Committee consisting of the Superintendent and Superintendent Cook of Baltimore, Mr. William T. Warburton, Mr. Farquhar of Montgomery County—there is a fifth name—Mr. McMaster of Worcester County. We trust our report will receive your approbation.

Upon motion made, seconded and carried, the report was accepted with thanks.

The report of the Auditing Committee was next read and accepted.

The report of the Committee on Educational Progress was next called for, and Miss Edith L. Ford, Chairman, being absent, the report was read by Miss Clara Estelle Rose and adopted.

EDUCATIONAL PROGRESS.

There is an increasing appreciation of education among the American people, and with this as their ideal basis, they are building a civilized and enlightened nation. Progress along this line has been conspicuous and continuous—especially so at the present. The people's direct interest is shown by the passage of important school laws, the purpose of which is to improve school conditions.

The passage of an Act by the General Assembly of Maryland substituting summer schools in lieu of institutes is worthy of attention. Many of the counties will take advantage of that law immediately by sending a certain percentage of their teachers to an accredited summer school instead of holding a teachers' institute. A school can progress only in proportion to the progress of its teaching force. Every year a larger per cent. of Maryland teachers are in regular attendance at summer schools; and their salaries are being increased accordingly.

By another Act, after June 1, 1915, no person, unless already regularly employed, can teach in the State of Maryland without having had special pedagogic training, of at least five weeks, in an approved summer school or its equivalent. This is a great step forward in the schooling of our young people; for Maryland has long felt the need of trained teachers. To encourage the idea that no person should enter upon the duties of teaching without special training for the work, any county may have in one approved high school of the first group, a two years' training course for students having successfully completed the tenth year grade, and who wish to prepare for teaching.

Salaries of high school teachers have been materially raised according to time of service, which will be an inducement to keep the efficient teacher in the State. The same system of increase is also to be employed with all other teachers.

Medical inspection and special classes are the main features of Educational Progress throughout the country; and Maryland is in the front in this great movement. An Act was passed in the last session of the Legislature to provide for medical examination of school children and the promotion of their health. The need of this law was particularly felt during the last scholastic year by one of the counties of Maryland, when some of its schools were closed for as long as two months on account of epidemics which could have been prevented wholly or in part, had said schools had a medical inspector. If there are any who do not feel the need of such inspection from the standpoint of health, we appeal to them financially. The closing of schools on account of contagious diseases costs the State thousands of dollars yearly; while the amount runs into millions, annually, on account of delinquent pupils, which delinquency is caused almost entirely by physical defects, of which the parent is generally ignorant.

Special classes have, for some years, been formed in most schools for the slow pupils, helping them over stumbling blocks, thus preventing the large per cent. of failures that formerly existed, and thereby saving the State an enormous waste of money. But until a very recent date, little or no special attention has been given to the precocious child, the brightest being compelled to take as many years for his public school course as the mediocre pupil. Now, special classes are formed for these pupils, whereby they frequently cover the work of two years in one, gaining a year in their own lives, and saving the State the cost of a pupil's schooling for a year.

The wider use of school buildings is another progressive step; for in many communities, especially rural ones, this means interesting the farmer in many present-day topics. In those schools where there is an Agricultural Department, the keenest interest has been aroused by the Corn Clubs and the Canning Clubs. Then, comes that closer touch between the people and the school.

In several of the counties where it has been tried the consolidation of schools has proven a success. There is no doubt that the advantage to the pupils of those schools is great; for the equipment, teaching force, and instruction must necessarily be better.

One of the things which shows marked progress in the State is the appointing of "Educational" or "Rally Day." This *has done and will do* much to create school spirit among the children. These Educational Rallies were held in every county of Maryland, with the exception of one. They were largely attended and aroused much general interest on the part of the people. We think the exhibit feature also had its effect on the class-work; since both teachers and pupils knew that the work was to be put in competition with that from other schools.

We have learned through Mr. Purdum that the high school reports which have been sent in seem to indicate a smaller dropping off in the upper grades, due probably to the new and more elastic course of study. This seems to indicate that a better adjustment to the needs of the individual student is possible under this new course.

The Patrons' Associations, Home and School Clubs, or whatever they may be called, are becoming an established thing in most of the counties; and wherever they are, there we find that co-operation which should exist, and which means success. Through them we can get our Playground Associations and Civic Clubs. Virginia will furnish us an example of what wonderful civic improvements may be made through these organizations.

Good libraries have been established in most of our schools; and, in some, the literary societies have taken magazines, papers, etc. Reading rooms have been fitted up where children have free access to the current literature.

As to country-wide progress we might mention the following: It will be a matter of opinion, however, whether it will be considered progress. For several years there has been a movement on foot for simplified spelling. The recommendations of the Simplified Spelling Board (Circular 23) have been adopted in whole or part by many clubs, papers, colleges, and universities. So far as known, up to May 1, 1914, sixteen colleges have adopted definite lists of simplifications. This will be a much-discussed question at the coming N. E. A.

Together with the items that show progress, there might also be a list of educational needs. However, no system of education is complete, for there is no such thing as completeness in education. Educational ideas must change. We find defects in what we call our present advanced methods. May these be recognized and overcome; and may each year show greater means of overcoming them.

1. Referring to something which shows both progress and needs, we should like to mention the study of English. The greatest progress being made in the present day, along any one line, is in that of English. Only a few years ago any one, who taught at all, thought he could teach English, hence the subject was at a standstill until about eleven years ago. Now it is considered the most important course in the public schools. Especially trained teachers are being employed everywhere for this work. The school may, or may not, have an efficient teacher in the Languages, Science, or even Mathematics; but to be a school of good repute, and doing the best for its students, it must have an English teacher of maximum efficiency.

For such a teacher to do his best, the "Cost and Labor of English Teaching" should be vitally considered by Superintendents and School Boards, so we give a summary of the report made by Prof. E. M. Hopkins, of the University of Kansas.

1. English composition is a fundamental and necessary subject in all schools, and is of especial importance in primary and secondary schools.

2. Efficiency of method, as shown by many years of investigation and discussion, is chiefly a matter of laboratory practice and individual instruction.

3. Under present conditions, the results of English composition teaching in almost all schools are unsatisfactory, and are the subject of general complaint.

4. In composition study, themes and exercises must be written; and the average of efficient practice, stated in average number of words written by a single pupil weekly, is for high schools about 400, for college freshman classes about 650.

5. Efficiency of method requires that all such manuscript shall be read, criticised and corrected by the teacher, either orally with the pupil or in writing.

6. The physical rate, stated in the average number of words an hour, at which an average teacher can carefully read and correct manuscript is for high schools about 2000 and for college freshmen about 2200.

7. Long continued criticism and correcting of manuscript is one of the severest tests of physical endurance to be found in any teaching, and the limit of full and continued efficiency in it is about two hours a day or ten hours a week. Much more than this results sooner or later in the physical collapse of the teacher.

8. Under present conditions, the average number of composition pupils assigned to a single teacher is, in high schools 130, in college freshman classes about 105.

9. To train this number of pupils according to a proper standard of efficiency would require of each teacher for manuscript reading alone, in high schools 26 hours weekly, in colleges 31 hours weekly; or two and one-half times the safe limit of physical endurance.

10. Under existing conditions, theme reading, the severest part of the composition teacher's labor, is commonly not counted or allowed for in any way in assigning his work.

11. Under the average conditions it is a physical impossibility by any "method" whatever, for any English composition teacher to bring the work to a proper standard of efficiency.

12. In determining the proper duty of an English composition teacher, the standard of measurement should be, not the number of teaching hours, but the number of pupils.

13. The average number of pupils which a single composition teacher should be able to train, according to a proper standard of efficiency is under average conditions, for high schools about 50, for college freshman classes about 35. Conditions in particular cases may increase or diminish this number.

14. English composition, usually taught in colleges by the younger and less experienced instructors, should be taught by the best teachers of a department.

15. Teachers should not teach English composition exclusively.

16. It is commonly better to employ "theme readers" than to leave themes unread, but the practice seldom maintains a proper standard of efficiency.

What as to status and pay of English composition teachers? Answers:—A large proportion of the composition teachers reporting are dissatisfied and decline to regard their profession as a permanent one. In all, 105 college teachers and 220 high school teachers frankly confess discouragement; while, usually in large schools, 124 college teachers and 207 high school teachers express intention to remain in their work, with such qualifications as the following: "I have a better place in view"; "My classes happen to be small"; "I refuse to overwork, slighting my duties, if necessary"; "I like my work, even if it is hard"; "I have been trained for this work and can do nothing else, hence am helpless to change"; "The work has compensations"; "We hope for better things." The more cheerful replies usually come from teachers who are by good fortune well on the right side of the average of present conditions. Finally, in 13 colleges out of 58 and 17 high schools out of 82, English teachers are paid less than other teachers, in no case more; and in some schools it is explained that English teachers are as a class regarded as inferior to others.

Less money is being spent per capita in the teaching of English and more pupils are assigned to one teacher than in any other branch in the public schools as shown by the following tables:

<i>Subject.</i>	<i>No. of Schools Included in Estimate.</i>	<i>Average Annual</i>
		<i>Teaching Cost, Each Pupil.</i>
English	235	\$7.05
Latin	191	9.49
German	156	10.02
Mathematics	188	8.08
History	182	8.03
Physics	153	13.71
Chemistry	108	17.20
Botany	146	8.56
Domestic Science	75	9.50
Manual Training	89	15.19
Commercial	116	10.74
Preceding scientific subjects combined...	167	11.74
Preceding vocational subjects combined.	128	11.98

Average number of pupils assigned to a teacher in each subject.

In the preliminary report, the average number of pupils for each of more than a thousand English teachers was found to be 128.6. Later and entirely independent data from 500 additional teachers give an average of 122. The average of all the data in the committee's hands, from between 1500 and 2000 English teachers, shows 126.4 pupils for each teacher. The relative number for other subjects, based on the most recently received reports, is here shown:

<i>Subject.</i>	<i>No. of Schools Reporting.</i>	<i>Av. No. of Teachers in Each School.</i>	<i>Av. No. of Pupils for One Teacher.</i>
English	228	2.00	122
Latin	207	1.09	82
German	154	.95	90
Mathematics	185	1.81	110
History	193	1.15	107
Physics	159	.54	72
Chemistry	114	.49	63
Botany	143	.49	84
Domestic Science	75	1.09	85
Manual Training	89	1.32	74
Commercial	116	1.37	96

Respectfully submitted,

COMMITTEE ON EDUCATIONAL PROGRESS,

(Signed) EDITH LULU FORD, *Chairman*,

CLARA ESTELLE ROSE.

The report of the Committee on Resolutions was next presented by Mr. N. Price Turner. Mr. John E. Edwards, Chairman, being absent.

Upon motion, duly made, seconded and carried, the report was accepted.

Whereas. Since the last meeting of this Association, it has pleased God in His wise Providence to remove from our midst our friend and co-worker, Prof. Charles F. Raddatz, Professor of German in the Baltimore City College, and Second Vice-President of this Association; therefore, be it

Resolved. That in his death the Association has sustained a loss of one of its most faithful and valuable members, and that, while we deeply feel and greatly deplore his loss, we bow in humble submission to the will of the great Father of us all.

Whereas. It is the sense of this Association that incalculable good for our public schools can be gained by a strong and active organization of the teachers and friends of public education; therefore, be it

Resolved, That the School Commissioners of the counties of the State, where such action has not already been taken, be requested to consider favorably the proposition of appropriating a sufficient sum to assist in defraying the expenses of their teachers desiring to attend the annual meetings of this Association.

Whereas, Professional Reading is one of the most important elements in the self-improvement of the teacher; and

Whereas, Such improvement is invariably reflected in the school and pupils; be it

Resolved, That all the members of this Association are hereby urged to become members of the State Teachers' Reading Circle, and to encourage their fellow-teachers to unite with them in this professional work.

Whereas, The successful culmination of this meeting has been greatly enhanced by the uniform courtesies and labors of many who have contributed to this success; therefore, be it

Resolved, That we extend thanks to the Atlantic Hotel for the use of its committee rooms, and for its ball room for general and sectional meetings; to the Plimhimmon Hotel, the management of the Pier, and the owner of the Casino, in like manner, for providing quarters for various other sectional meetings; to the orchestra for their music which added so much to the enjoyment of the general sessions; to all publishers and dealers in school supplies for their interesting and instructive exhibits; to Miss Mary O. Brewington and Mr. John A. Hundley, both of Salisbury, for their excellent vocal selections; to Dr. Francis H. Green, of the West Chester Normal School, for his helpful and inspiring addresses; to Fraternal Delegate, A. B. Chandler, Jr., Vice-President of the Virginia State Teachers' Association, for his visit and scholarly address; to Mr. E. Clarke Fontaine, of Pocomoke City; Superintendent F. E. Rathbun, of Garrett County; State Superintendent M. Bates Stephens, of Annapolis; and First Assistant Superintendent Charles J. Koch, of Baltimore City, for the parts which they took in the general sessions of the Association; as well as to all who aided in any way the carrying out of the programs of the various sectional meetings, including Dr. Edward F. Buchner, of the Johns Hopkins University, and many other distinguished visitors and loyal teachers from our own ranks.

Last, but not least, we would not forget the efforts of our President, Superintendent Woodland C. Phillips, of Howard County, as well as those of the other officers, and the members of the Executive Committee of the Association, and we desire to voice our appreciation of their labors in making this one of the best meetings in recent years.

(Signed) JOHN E. EDWARDS, *Chairman*,

N. PRICE TURNER,

BERTHA R. BROWN,

Committee.

Miss Tarr's report of the Reading Circle was next presented, and read by Mr. Caldwell, Secretary of the Association. Upon motion, duly made, seconded and carried, the report was accepted with thanks.

It was moved, seconded and carried, that the three members whose term has expired be appointed for another year, and President Phillips announced that Dr. Stephens, Miss Richmond and Mr. Purdum were appointed for another term.

Maryland State Teachers' Reading Circle

Ocean City, Md., June 30, 1914.

To

The Maryland State Teachers' Association.

Ladies and Gentlemen:

I herewith submit the thirteenth annual report of the Board of Managers of the Maryland State Teachers' Reading Circle. The records for the year 1913-14 show an enrollment of nine hundred and ninety-three, distributed as follows:

Allegany	144	Kent	67
Anne Arundel	0	Montgomery	0
Baltimore County	4	Prince George's	0
Calvert	0	Queen Anne's	87
Caroline	65	St. Mary's	0
Carroll	0	Somerset	31
Cecil	99	Talbot	49
Charles	1	Washington	55
Dorchester	15	Wicomico	165
Frederick	0	Worcester	35
Garrett	130	Washington, D. C.	1
Harford	12	West Virginia	1
Howard	32		

Total 993.

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

COURSE OF 1911-12.

Inez Dever	Caroline County
M. Grace Warner	Talbot County
Dora Jones	Wicomico County

COURSE OF 1912-13.

Caroline County

Sadie Allen	Dora Noble
A. C. Brower	Cecille Parks
Mary Butler	Nona Parks
Nellie M. Butler	Cora Pippin
Ethel P. Cade	Sallie Perry

Olivia Coffin
 Mary Cooper
 Edith Dill
 Lillie Doty
 Myrtle Dukes
 Elizabeth Dukes
 Louise Fleetwood
 Mary Fleetwood
 Addie C. Gale
 Mary Moore Garey
 Pauline Goslee
 Ella Harrison
 M. Louise Higgins
 J. Walter Huffington
 Mary Hummer
 Mabel Knotts
 Alice E. Mason
 Stella M. Matthews
 Laura Melvin
 G. O. Mudge

Mae Price
 Mildred Ramsdell
 Mary E. Raughley
 Caroline Redden
 Sarah B. Reynolds
 M. Elsie Roe
 Elsie Lee Roe
 Rebecca Satterfield
 Margaret Screen
 Ella Shockley
 Bertha Shull
 O. Perry Simmons
 Ursula Slaughter
 Wilsie May Smith
 Grace Stevenson
 Myrtle Thompson
 Eva Williams
 Virgie Williams
 Addie L. Wilson
 Eva Wright

Cecil County

Mary Emily Clarke

Frederick County

Blanche Howard

Garrett County

Minnie A. Smith

Kent County

Arthur L. Greenwood

Mary Vansant

Somerset County

Daisy B. Miles

Wicomico County

Rowie Baus
 Addie Bennett
 Myra Bennett
 Lula Bounds
 Mae Brittingham
 Katharine Bussells
 Elsie Cleary
 Bertha Cooper
 Clara Culver
 Mattie Culver
 Kate Darby
 May Hamblin
 Grace Harrington

Edna Owens
 Mattie Parker
 Alice M. Pollitt
 Stella Richardson
 Amy Robertson
 Edith Shockley
 Lillie Smackum
 Belle Jackson Smith
 Nancy Smith
 Maude G. Smothers
 Morris L. Stier
 Alice Toadvine
 Mary Toadvine

Mamie Hastings	Hettie Twilley
Dora Jones	Nina Venables
Gertrude Killiam	Susie Willing
Alice Morris	Edna Windsor
Edna Morris	Mattie Windsor
Inez Morris	Mary E. Wood
Mamie Morris	Lula Wright

Washington, D. C.

Mary K. Blandford

Pennsylvania

Ella Turney Bird

TESTIMONIALS AWARDED.

The following persons having completed a three years' course of reading, and having met the requirements of the Board of Managers, have been awarded a testimonial diploma:

Ethel P. Cade.....	Caroline County
Olivia Coffin.....	Caroline County
Ella Harrison.....	Caroline County
M. Louise Higgins.....	Caroline County
J. Walter Huffington.....	Caroline County
Mabel Knotts.....	Caroline County
Laura Melvin.....	Caroline County
Dora Noble.....	Caroline County
Cecille Parks.....	Caroline County
Mary E. Raughley.....	Caroline County
Elsie Lee Roe.....	Caroline County
Bertha Shull.....	Caroline County
Virgie Williams.....	Caroline County
Eva Wright.....	Caroline County
Arthur L. Greenwood.....	Kent County
Addie Bennett.....	Wicomico County
Myra Bennett.....	Wicomico County
Lula Bounds.....	Wicomico County
Mae Brittingham.....	Wicomico County
Clara Culver.....	Wicomico County
Kate Darby.....	Wicomico County
May Hamblin.....	Wicomico County
Gertrude Killiam.....	Wicomico County
Edna Morris.....	Wicomico County
Inez Morris.....	Wicomico County
Mamie Morris.....	Wicomico County
Edna Owens.....	Wicomico County
Alice M. Pollitt.....	Wicomico County
Amy Robertson.....	Wicomico County
Edith Shockley.....	Wicomico County

Nancy Smith.....	Wicomico County
Alice Toadvine.....	Wicomico County
Mary Toadvine.....	Wicomico County
Nina Venables.....	Wicomico County
Edna Windsor.....	Wicomico County
Mattie Windsor.....	Wicomico County
Mary E. Wood.....	Wicomico County
Lulu Wright.....	Wicomico County

THEMES.

All themes are to be handed in not later than September 1st. The Secretary will return rejected themes to the writer by November 1st to be re-written if the writer so desires. All themes will be returned to the writer by December 1st.

COURSE OF STUDY FOR 1914-1915.

Pedagogy—"Country Life and the Country School," by Mabel Carney, published by Row, Peterson & Co., N. Y. Or, "Principles of Character-Making," by Arthur Holmes, Lippincott Co., Philadelphia.

History—"From Jefferson to Lincoln," by William MacDonald, published by Henry Holt & Co., N. Y.

English—"The Teaching of English," by Carpenter, Baker and Scott, new edition, published by Longmans, Green & Co., New York.

Science—"The Hygiene of the School Child," by Lewis M. Terman, published by Houghton, Mifflin Co., N. Y.

During the year the Reading Circle has been under the direction of the following officers:

Dr. M. Bates Stephens, ex officio, Chairman, Annapolis, Md.

Miss S. E. Richmond, State Normal School, Baltimore, Md.

Mr. B. K. Purdum, Asst. Supt. of Education, Annapolis, Md.

Miss M. M. Robinson, Western Maryland College, Westminster, Md.

Mr. Edward M. Noble, County Superintendent of Schools, Denton, Md.

Mr. Nicholas Orem, County Superintendent of Schools, Easton, Md.

Mr. John E. Edwards, County Superintendent of Schools, Cumberland, Md.

Mr. H. H. Murphy, Principal Franklin High School, Reisterstown, Md.

Miss M. W. Tarr, Secretary, Maryland State Normal School, Baltimore, Md.

At a meeting of the Board of Managers held June 30, 1914, the Auditing Committee reported that it had examined the accounts of the Treasurer for the period beginning April 17, 1913, and ending June 26, 1914, and found the same correct. The receipts, disbursements and balances are as follows:

Receipts.

April 17, 1913—Balance on hand.....	\$785.95
April 17, 1913-June 26, 1914.....	360.31
Total.....	<u>\$1,146.26</u>

Disbursements.

April 17, 1913-June 26, 1914.....	\$250.62
June 26, 1914—Balance on hand.....	<u>\$895.64</u>

SARAH E. RICHMOND,
B. K. PURDUM,

Auditing Committee.

As the terms of three members expire at this time—of Dr. Stephens, Miss Richmond and Mr. Purdum—it is necessary for the Association to appoint their successors.

Respectfully submitted,

M. W. TARR,
Secretary.

Mr. John A. Hundley then gave some vocal selections, accompanied by Miss Brewington.

MR. PHILLIPS: I have been requested to present to you Miss Burnite, who is interested in the formation of clubs.

MISS BURNITE: Ladies and gentlemen, we opened this session with industrial education, and we close it with industrial education. We have had many good things in between. Last night we had that beautiful tribute to home and women. The industrial education means that we get the home and the school closer together, just as has been said here. Our teachers ought to welcome that. Heretofore, too much responsibility has been placed on the school teachers, now let's shift a little responsibility back into the home, and on those parents. We can help do that. Just what do we mean by external work—we mean that every farm and every farm home shall be a demonstration farm, and a demonstration home. We mean that the boys and girls while they are having their vacation shall be under supervision of our county agents, and that those county agents shall know almost entirely what those boys and girls are doing all through the summer time. That is going to bring them back to you in the fall in a much better mental shape.

What are we going to have them do? The boys are growing an acre of corn. The girls are growing a one-tenth of an acre of tomatoes, and canning them, and selling them to a consumer in the city, getting for herself a business which we hope will please the consumer, so that when the next year comes the consumer will know exactly who she

wants to do her canning for her, and thereby carry on on that farm a prosperous manufacturing business. Are we not wise?

The work is agricultural, and run by the United States Department, and we in Maryland are doing our little share. Six counties we have this year—six counties with agents, who are doing social rural service. When we go into a home we teach sanitation—first, clean up those yards; second, hygiene. The material sold must pass inspection. Every girl must make her white apron and white cap in which to can her tomatoes.

Then, too, we are teaching joy. We are taking away the drudgery, and making them love the work. You know the saying—

“The women that whistle, and the hen that crows,
Are the very best crop that the farmer grows.”

We are teaching the care of children right on the farm—teaching them motherhood, and so on. Therefore, is it a great big work or not?

Mr. Van Ransaeler, of Colorado, said that the farm woman had lost her perspective. The farm woman feels that she has worked so hard for hospitality, that she has no time to be social, so we are trying to show that woman how she can have a good time, and be social.

That is a little bit of the work on the farms in this State of Maryland that we are doing. Six counties have already undertaken the work. We hope next year to have twelve, eighteen, and at last twenty-three.

I wish Mr. Linthicum were here to tell about his work in Charles County. He has been working hard there. I tell you Charles County is going to walk off with the prizes. Mr. Linthicum is not only a demonstration farm man, but a member of the County School Board as well—the two are welded so closely that you cannot see where one stops and the other begins. This year we have two hundred and seventy-five girls growing their one-tenth of an acre—some—about one-third of them had to drop out on account of the drought which killed their plants. How are they going to can them? With a home canner set out under the trees, each girl doing her own work under the supervision of the demonstration agent.

We hope in the fall to have good reports. We are not going to tell what we expect to make. The work is first, last and all the time trying to let the women and the girls, and the men and the boys understand that farm life can be made a joy and a happiness, and is not the drudgery that it has been considered. And we shall not have “go back to the farm,” but “stay on the farm.” Each day we are hoping to get more closely into the lives of these boys and girls. You remember Van Dyke’s poem:

“Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
This is my work, my blessing, not my chain,
Of all who live, I am the one by whom
This work can best be done in my own way.
Then shall I see it not too great, too small,

To suit my spirit, and to prove my powers;
Then shall I cheerfully greet the laboring hours
And cheerfully turn, when the long shadows fall
At eventide to play and love and rest,
Because I know for me my work is best,
The finest of all arts is the art of Right Living.''

Mr. Caldwell read a letter from Mr. Jaquith, the recently appointed Chairman of the Department of Rural Education, tendering his resignation as such Chairman.

Upon motion, duly made, seconded and carried, the resignation was accepted.

MR. PHILLIPS: Is there any further new business to come before this session? If so, the Chair is now ready to entertain it.

If not, the election of officers is next in order. We shall be obliged to elect first a President, and second Vice-President, Secretary, Treasurer, and a member of the Executive Committee to succeed Mr. Remsburg, whose term has expired. The Chair is now ready to entertain nominations for the Presidency.

MR. MURPHY, of Baltimore County: Many qualifications should be possessed by the person who would be President of the Maryland State Teachers' Association. Some, if not all of these qualifications, have been possessed by everyone who has been elected President of this Association, and everyone who shall be elected President must possess some of these qualifications. There are, however, two that we feel may be of especial advantage to the Association to have in the person whom we may elect. They are as follows:

First, the person should have a democratic impression of the teaching personnel. He should feel that he could prove to every teacher that although our circle of responsibility may in individual cases vary, yet in regard to the effect upon the person taught, the value is on the level—he should feel that he could prove to every teacher that he holds the most important position who holds his position most important, and the person should go into office with the feeling that he who would be chief among you must be servant of all.

Secondly, he should have some scientific and philosophical knowledge. He should be enough of a scientist in the matter of education to know the facts in educational history, and enough of a philosopher to interpret and value the movements in the educational world, so that he may bring before this Association those that are worthy of the consideration of the teachers of Maryland.

Now, we believe we have a person who has these qualifications, and many others, and we take pleasure in presenting as the nominee for the Presidency of this Association Dr. Edward F. Buchner, of the Johns Hopkins University.

Mr. Edward F. Webb seconded the nomination, and moved that the nominations be closed, and the Secretary be instructed to cast the ballot.

This was done, and President Phillips announced:

"It is with a great deal of pleasure that I have the honor to announce that Dr. Edward F. Buchner, of the Johns Hopkins University, has been unanimously elected President of this Association for the ensuing year."

Mr. Arthur F. Smith nominated Mr. John J. Tipton, of Cumberland, as Vice-President, and Dr. Stephens moved the nominations be closed, and Mr. Tipton was duly declared elected Vice-President of the Association.

MISS RICHMOND: Mr. President, there has been one who has held the position as Secretary for many years, and who has so ably filled that position that I think to nominate another would not be at all sanctioned by this Association. Therefore, I move that this Association continue as his own successor our present Secretary, Mr. Hugh W. Caldwell.

Mr. Holloway seconded the nomination, and Mr. Caldwell was duly declared elected Secretary of the Association.

MR. PHILLIPS: It is with a great deal of pleasure—having been associated with Mr. Caldwell for the past year as our Secretary, it is more than pleasing to me that he is the unanimous choice of the Association as our Secretary for the ensuing year.

Mr. Wolfe nominated Dr. Berryman as Treasurer, and the nomination was seconded and carried.

MR. PHILLIPS: Having been associated with Mr. Berryman also for the past year, and knowing his worth in filling the position as Treasurer of this Association, it is with great pleasure that I announce that he has been appointed such Treasurer for the ensuing year.

You now have before you the election of a member of the Executive Committee for three years.

Mr. Orem nominated Mr. H. H. Murphy, of Baltimore County, and Miss Richmond seconded the nomination. Mr. Murphy was duly declared elected a member of the Executive Committee.

MR. PHILLIPS: Before escorting the new President to the platform, I cannot close this meeting without first thanking the members of this Association for the attention and courtesies extended to me as President during my Presidency, and I also wish to thank the members of the Executive Committee for the uniform courtesies they have extended me throughout the year, in preparing the program that we have just presented to this Association.

I now will appoint Supt. William J. Holloway and Supt. E. W. McMaster to escort Dr. Buchner to the platform.

(Supt. Holloway and Supt. McMaster duly escorted Dr. Buchner to the platform.)

MR. PHILLIPS: It is with a great deal of pleasure that I have to present to you as your next President Dr. Edward F. Buchner, of the Johns Hopkins University.

DR. BUCHNER: Mr. President, and fellow members of the Association—Except in one instance, this is the greatest surprise in my life. The other, I ought not to be compelled to speak of in this gathering,





DR. EDWARD F. BUCHNER,
President-Elect.

because it was a private and a domestic affair. Shall I say that it took six years to woo and win the Presidency of this Association? It took less than six days to woo and win in this instance. When I came on Sunday, I came with my hands still full of work to which my attention was devoted until Tuesday noon. I thought I might in good conscience remain over for one day of my vacation before returning to my work on this morning. Apparently that was a slip in the pan. Providence does not seem to intend that I shall have any vacation. My Pullman reservation had been made, and what is more, paid for. And less than twelve hours ago, a command came forth as if to Light Ship No. 52, and I am willing so long as it is a matter of duty to hang to my moorings, and the Pullman has gone. I hope some one else is enjoying the seat.

I came also to get a little recreation from the water. I confess that Monday noon I had a great many sensations, but they were only peripheral—they were only skin deep. But this morning there is a thrill that reaches the heart. I never had during these six years an ambition to keep from some other one more worthy the choicest honor within the gift of the teachers of the State of Maryland. I was content from day to day to do any work that seemed to help along our common cause of professionalizing our activities from the adult point of view, and of aiding children in growing into a better and sweeter and happier manhood and womanhood.

I appreciate this honor. I have had great respect for the splendid tradition which has been observed in the past, up to this hour, in dispensing the objects of your choices among the two groups of individuals who are watching and developing the common enterprise in which we are all engaged, namely, public education, and I feel that I am really robbing a more deserving person from among the superintendents, or from among the principals of the high schools of the privilege to stand where I am now standing. In breaking your tradition, you have set the honor all the closer within the heart, and I assure you that I appreciate it.

On the other hand, in accepting the office, I accept it only as it offers further opportunities for service, and if I can help you, and if you can help me in the year's work that is ahead, and if together we can have clearer visions of still more years in the future, then the satisfaction will be all the greater. Whatever the year to come may have in store for us as an Association will depend upon your cordial and intelligent co-operation, and if I can be of service in promoting the cause of public education in the State at large, or in any rural school by the country road side, that service it will be a pleasure for me to render.

Again I thank you. I thank you doubly for the honor which you have conferred upon me.

Ocean City, Md., July 2, 1914.

Dr. R. Berryman, Treasurer,

In Account with "Maryland State Teachers' Association." Dr.

1913.

June 27	To balance National Bank Commerce.....	\$297.07
Oct. 23	To check, Hugh W. Caldwell, Secretary.....	392.50

1914.

Feb. 6	" "	Woodland C. Phillips, Howard Co.....	15.00
" 9	" "	E. M. Noble, Caroline Co.....	15.00
" 9	" "	B. J. Grimes, Queen Anne's Co.....	15.00
" 10	" "	Edward W. McMaster, Worcester Co...	15.00
" 10	" "	Jefferson L. Smyth, Kent Co.....	15.00
" 11	" "	Wm. H. Dashiell, Somerset Co.....	15.00
" 14	" "	John E. Edwards, Allegany Co.....	15.00
" 17	" "	W. Merrick Huyett, Washington Co...	15.00
" 18	" "	Chas. T. Wright, Harford Co.....	15.00
" 23	" "	Samuel Garner, Anne Arundel Co.....	15.00
" 23	" "	Wm. J. Holloway, Wicomico Co.....	15.00
Mch. 2	" "	John H. Roche, Baltimore City.....	15.00
" 5	" "	M. Bates Stephens, State Board.....	15.00
" 17	" "	F. E. Rathbun, Garrett Co.....	15.00
" 21	" "	Nicholas Orem, Talbot Co.....	15.00
" 25	" "	Edwin W. Broome, Montgomery Co....	15.00
" 26	" "	Joseph M. MeVey, Cecil Co.....	15.00
" 26	" "	A. R. Spaid, Dorchester Co.....	15.00
April 17	" "	Thos. M. Carpenter, Charles Co.....	15.00
" 24	" "	Frederick Sasscer, Prince George's Co..	15.00
May 1	" "	Geo. T. Morelock, Carroll Co.....	15.00
" 12	" "	H. E. Buchholz, Atlantic Ed. Journal..	12.00
" 12	" "	J. B. Latimer, Calvert Co.....	15.00
" 14	" "	Albert S. Cook, Baltimore Co.....	15.00
" 28	" "	Geo. W. Joy, St. Mary's Co.....	15.00
June 1	" "	John T. White, Frederick Co.....	15.00

\$1,076.57

Credit.

1913.			
July 15	By check	James B. Noble.....	\$1.75
" 15	" "	Arthur D. Call.....	3.90
" 25	" "	Thos. L. Gibson, music.....	4.40
Aug. 7	" "	Emily Barnes	2.50
Sept. 11	" "	Earle B. Woods.....	17.90
1914.			
Dec. 8	" "	The Cecil Whig Publishing Co.....	33.05
Feb. 27	" "	The Advertiser-Republican	110.00
" 27	" "	Hugh W. Caldwell, Secretary.....	52.42
June 3	" "	The Cecil Democrat, programs.....	35.00
" 13	" "	Torsch & Franz, 500 badges.....	25.00
" 12	" "	The Cecil Whig Publishing Co.....	5.25
July 1	" "	H. D. Bard, Rural Department.....	15.00
" 1	" "	Roberta Porter, Grammar Department..	19.30
" 1	" "	Dr. Harry Hayward, Rural Department	8.60
" 1	" "	Frederick Sasscer, Chairman Rural Dept.	5.00
" 1	" "	Woodland C. Phillips, President.....	19.00
" 1	" "	Chas. H. Remsburg, Ex. Com.....	3.25
" 1	" "	Hugh W. Caldwell, Secretary.....	110.63
" 1	" "	Rozell Berryman, Treasurer	39.60
" 1	" "	James B. Noble, Ex. Com.....	6.50
" 1	" "	Miss H. D. Stonestreet, stenographer...	31.40
" 1	" "	Daniel Trimper, exp. meeting.....	6.00
" 1	" "	F. H. Green, speaker.....	59.00
" 1	" "	Wm. J. Holloway, Ex. Com.....	15.60
" 1	" "	Savage & Powell, Atlantic Hotel.....	49.35
			\$679.40
" 2	To balance, National Bank of Commerce.....		\$397.17
			\$1,076.57

REPORT OF AUDITING COMMITTEE.

July 2, 1914.

The members of the Maryland State Teachers' Association:

We, the Auditing Committee, beg leave to report having examined the accounts of Dr. Rozell Berryman, Treasurer of this Association, and find them to be correct.

The excellent manner in which the accounts of Dr. Berryman are kept deserves the confidence of the Association, and the commendation of the Committee.

(Signed) J. T. HERSHNER,
B. J. GRIMES,
W. H. DASHIELL,
Committee.

PRESIDENT BUCHNER: If there is no further business to engage the attention of this Association, I declare it adjourned *sine die*.

Submitted to the Association at Ocean City, Maryland, June 29, 1910, by

Dr. M. Bates Stephens,
Miss Sarah E. Richmond,
Mr. John T. Hershner,
Committee,

and unanimously adopted June 30, 1910.

CONSTITUTION.

ARTICLE I.

NAME.

Section 1. This organization shall be designated and known as The Maryland State Teachers' Association.

ARTICLE II.

MEMBERSHIP.

Section 1. All persons actively engaged in educational work in this State are eligible to active membership herein. Any such person may become an active member of this Association by paying the annual dues of fifty cents and signifying assent to this Constitution, and may continue his membership from year to year by the payment of the annual dues aforesaid.

Section 2. All friends of education in this State, upon payment of the annual dues, may become associate members, with all privileges of the Association, except the right to hold office and vote in the election of officers.

Section 3. Other distinguished educators, and friends of education, on being proposed by the Executive Committee, may be elected honorary members of this Association.

ARTICLE III.

OFFICERS.

Section 1. The officers of this Association shall be a President, two Vice-Presidents, a Secretary, a Treasurer, and an Executive Committee, consisting of the President as Chairman, the First Vice-President, ex-officio, and three other members, elected by the Association, provided that on the adoption of this Constitution one member shall be elected for the year, one for two years and one for three years. Thereafter, as vacancies occur, the members of said Committee shall be elected for terms of three years. All officers, except the elective members of the Executive Committee, shall hold office for one year and until their successors are duly qualified.

Section 2. The President of this Association shall preside at all sessions of the Association and of the Executive Committee; cause this Constitution to be enforced according to the several provisions thereof; appoint members of the standing committees as herein provided and all special committees unless otherwise determined upon by resolution; prepare, with the advice and assistance of the Executive Committee, a program for the annual meetings and arrange for section meetings; sign proper orders drawn upon the Treasurer for funds in payment of lawful claims when approved by the Executive Committee, and perform all other necessary duties incident to the office of President.

Section 3. The Secretary shall keep a record of the membership of the Association, and of the proceedings of the Association and of the Executive Committee. He shall provide for the printing and the distribution of the complete program, secure special transportation terms for the annual meeting, have charge of the compiling of the proceedings of the annual meeting, and send a copy of same to the office of the Superintendent of Public Instruction within thirty days after said session, disseminate information regarding the work of the Association and of the Executive Committee, keep a record of all claims and of orders drawn on the Treasurer, and carry on such a correspondence as may seem to him or to the Executive Committee desirable. It shall be the further duty of the Secretary to collect all membership fees, and pay same over to the Treasurer at the end of each month or at such other time as the Executive Committee may direct. He shall have authority to appoint annually an enrolling committee, whose duty it shall be to assist the Secretary in the enrollment of members and such other work as he may direct.

Section 4. The Treasurer shall receive and keep an accurate account of all funds belonging to the Association, and pay all orders signed by the President and approved by the Executive Committee. He shall present, at each annual meeting, a written report of the finances with vouchers for all expenditures and other documents pertaining to his office and immediately upon the expiration of his term of office shall turn over to his successor all funds, books, and other papers belonging to the Association.

Section 5. The Executive Committee shall have power to fill all vacancies occurring in the offices of the Association, between its annual sessions; officers so chosen shall serve until the next annual session and until their successors are duly qualified; said Committee shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings, and shall carry into effect all orders and resolutions of the Association not otherwise provided for. It shall call for a report from each Standing Committee annually, same to be presented to the President on or before the first day of the annual meeting. It shall make an annual report to the Association.

ARTICLE IV.

COMMITTEES AND DEPARTMENTS.

Section 1. The President on the second day of each annual session shall appoint and announce the membership of the following Standing Committees, and designate the Chairman of each:

A committee of five on Legislation.

A committee of three on Educational Progress.

A committee of three on Auditing Accounts.

A committee of three on Resolutions.

A committee of nine to serve as a Board of Managers of the State Teachers' Reading Circle, three only of whom are to be appointed annually and serve for three years.

Section 2. Upon the written request of five or more members of the Association that a Special Committee be appointed to take into consideration some particular educational subject, or upon the order of the Association to that intent, the President shall appoint such Special Committee. Each committee so appointed shall present at the annual meeting a written report, either preliminary or complete, and in suitable form for filing or publication.

Section 3. There shall be organized upon the adoption of this Constitution, as adjuncts to this Association and subordinate thereto, three departments, namely:

1. The Department of Primary Education.
2. The Department of Rural Education.
3. The Department of Secondary Education.

The Association may on resolution provide at any time such other departments as may seem advisable. Each department shall elect its own officers and sub-divide its work in whatever way may be deemed practicable. Each department shall hold at least one meeting during each annual session of this Association and such other meetings as may be thought necessary. The Secretary of each department shall within ten days after the stated meeting of his department forward to the Secretary of this Association a summary of the proceedings of his department during the preceding year.

ARTICLE V.

MEETINGS.

Section 1. The Association shall hold annual meetings at such time and place as may be determined by the Executive Committee, or by the vote of the Association, and other meetings at a call of a majority of the officers of the Association.

ARTICLE VI.

ELECTION OF OFFICERS.

Section 1. The officers of the Association shall be elected at the last day's session of the annual meeting in the following manner:

The President shall appoint two tellers to collect and count the ballots. Nominations may be made and the vote shall then be taken.

The person receiving the majority of the votes cast shall be declared elected. The Association may, however, by a *viva voce* vote record its ballot for any candidate.

Section 2. The President shall be chosen alternately from the teachers, and from the Superintendents and Commissioners, and upon the expiration of his term shall become the First Vice-President of this Association and ex-officio a member of the Executive Committee as provided by Article III, Section 1, of this Constitution.

Section 3. All officers elected as above provided shall enter upon the duties of their respective positions immediately upon the close of the annual meeting at which they were elected.

ARTICLE VII.

BY-LAWS.

Section 1. By-Laws not inconsistent with the Constitution may be adopted by a two-thirds vote of the members present at annual meetings and any By-Law may be suspended by a two-thirds vote of the members present.

ARTICLE VIII.

AMENDMENTS.

Section 1. This Constitution may be altered or amended with the consent of two-thirds of the members present at the annual meeting, but not without a formal notice of the proposed amendment presented in writing at least one day previous to action thereon.

BY-LAWS.

ARTICLE I.

ANNUAL DUES.

The annual dues of this Association shall be fifty cents.

ARTICLE II.

PRESIDENT'S ADDRESS.

The President shall deliver an address on the first day of the annual meeting.

ARTICLE III.

ADJOURNMENT.

When the business of the annual meeting shall have been completed, the President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned, *sine die*.

SESSIONS OF THE MARYLAND STATE TEACHERS' ASSOCIATION

HAVE BEEN HELD AS FOLLOWS:

- 1—1866. Western Female High School, Baltimore. President, Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 83.
- 2—1867. St. John's College. President, Thos. D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson.
- 3—1868. Western Female High School, Baltimore. President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 4—1869. Western Female High School, Baltimore. President, P. M. Leakin; Treasurer, Alexander Hamilton; Recording Secretary, William Wardenburg.
- 5—1870. Hall, House of Delegates, Annapolis. President, J. C. Wellington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 6—1871. Eastern Female High School, Baltimore. President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 7—1872. Court House, Frederick City. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 8—1873. Lyceum Hall, Hagerstown. President, James M. Garnett; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 9—1874. Western Female High School, Baltimore. President, D. A. Hollingshead; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 10—1875. Cumberland, Md. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 11—1876. City College, Baltimore. (One day during N. E. A.) President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, **A. F. Wilkerson.**
- 12—1877. Easton. President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 13—1878. City College, Baltimore. President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 14—1879. Court House, Hagerstown. President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

- 15—1880. Ocean City. President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 16—1881. Frederick. President, George M. Upshur; Treasurer C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 17—1882. Cumberland. President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 18—1883. Ocean City. President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 19—1884. Ocean City. President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 20—1885. Deer Park. President, J. W. Thompson; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 21—1886. Blue Mountain House. President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.
- 22—1887. Hygeia Hotel, Old Point, Va. President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.
- 23—1888. Mountain Lake Park. (With West Virginia Association.) Lewis Ford, First Vice-President; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.
- 24—1889. Blue Mountain House. President, H. G. Weiner; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 167.
- 25—1890. Bay Ridge. President, W. H. Dashiell; Treasurer Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 120.
- 26—1891. Ocean City. President, John E. McCahan; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 236.
- 27—1892. Blue Mountain House. President, James A. Diffenbaugh; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 140.
1893. No meeting of M. S. T. A. Executive Committee, after careful deliberation, postponed meeting until 1894, on account of Columbian Exposition being held in Chicago.
- 28—1894. Annapolis. President, Wilbur F. Smith; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 132.
- 29—1895. Blue Mountain House. President, M. Bates Stephens; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 129.
- 30—1896. Deer Park. President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 78.

- 31—1897. Blue Mountain House. President, E. B. Prettyman; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.
1898. No session of M. S. T. A. N. E. A. met in Washington. Ebbitt House was headquarters for Maryland delegation. Officers and Executive Committee of M. S. T. A. met at Ebbitt House and decided to hold no meeting on account of meeting of N. E. A. The ledger shows receipt of \$15.00 for membership fees and \$11.40 for badges.
- 32—1899. Ocean City. President, John T. White; Treasurer Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 144.
- 33—1900. Chautauqua Beach. President, L. L. Beatty; Treasurer, John E. McCahan; Recording Secretary, A. F. Wilkerson; number of members, 71.
- 34—1901. Blue Mountain House. President, Edwin Hebden; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 169.
- 35—1902. Ocean City. President, F. Eugene Wathen; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 166.
- 36—1903. Ocean City. President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.
- 37—1904. Ocean City. President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 216.
- 38—1905. Blue Mountain House. President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.
- 39—1906. Ocean City. President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 384.
- 40—1907. Jamestown Exposition. President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.
- 41—1908. Ocean City. President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 375.
- 42—1909. Mountain Lake Park. President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 566.
- 43—1910. Ocean City. President, E. A. Browning;* Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 420.

*Succeeded Mr. George Biddle, deceased.



A GROUP OF MEMBERS OF THE ASSOCIATION.

- 44—1911. Braddock Heights. President, Howard C. Hill; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 792.
- 45—1912. Braddock Heights. President, Earle B. Wood; Treasurer, R. Berryman; Recording Secretary Hugh W. Caldwell; number of members, 955.
- 46—1913. Annapolis. President, James B. Noble; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 785.
- 47—1914. Ocean City. President, Woodland C. Phillips; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 361.

MEMBERSHIP

MARYLAND STATE TEACHERS' ASSOCIATION

The records for 1914 shows an enrollment of 361, the membership being distributed as follows:

Allegany County	38	Maryland State Normal.....	17
Anne Arundel County.....	10	Montgomery County	16
Baltimore City	22	Queen Anne's County.....	6
Baltimore County	35	Prince George's County.....	3
Calvert County	1	Somerset County	6
Caroline County	5	State Board of Education....	10
Carroll County	18	St. Mary's County.....	1
Cecil County	29	Talbot County	21
Dorchester County	23	Washington County	18
Frederick County	11	Wicomico County	15
Garrett County	2	Worcester County	17
Harford County	3	General List	8
Howard County	19		
Kent County	7	Total	361

Maryland State Teachers' Association

LIST OF MEMBERS, 1915

ALLEGANY COUNTY.

- | | |
|--|--|
| 1. I. M. Eichhorn, Lonaconing. | 21. John E. Edwards, Cumberland. |
| 2. R. E. Hitchens, Frostburg. | 22. George M. Perdew, Cumberland. |
| 3. Elizabeth Schiller, Cumberland. | 23. A. C. Willison, Cumberland. |
| 4. Bella Ireland, Cumberland. | 24. A. F. Smith, Lonaconing, |
| 5. Maggie Twigg, Oldtown. | 25. Frank A. Wolfhope, Cumberland. |
| 6. Hazel Oder, Frostburg. | 26. Nellie Hanna, Westernport. |
| 7. Edna M. Marshall, Frostburg. | 27. O. H. Bruce, Westernport. |
| 8. Dora Richard, Ellerslie. | 28. Gilbert C. Cooling, Barton. |
| 9. Elva Thomas, Frostburg. | 29. Lydia H. Deneen, Cumberland. |
| 10. Lillie Neff, Frostburg. | 30. Sue McKnight, Cumberland. |
| 11. J. J. Tipton, Cumberland. | 31. Blanche Snyder, Cumberland. |
| 12. Honora Birmingham, Barton. | 32. Margaret E. Morris, Cumberland. |
| 13. Lillian Inskip, Barton. | 33. Edward F. Webb, Frostburg. |
| 14. Catherine Barncord, Corriganville. | 34. Dr. S. A. Baer, Frostburg. |
| 15. Olive Simpson, Cumberland. | 35. Gertrude Morgan, Frostburg. |
| 16. Grace H. Dando, Frostburg. | 36. Aggie T. Davis, Frostburg. |
| 17. Loretto Hannon, Frostburg. | 37. Mary Munn, 47 Bedford St., Cumberland. |
| 18. Ella Wallace, Lonaconing. | 38. Marguerite Martz, Cumberland. |
| 19. Loretta Martin, Westernport. | |
| 20. Lillian Compton, Cumberland. | |

ANNE ARUNDEL COUNTY.

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|---|---|
| 1. Mazie E. Smith, Brooklyn. | 5. Lillian Carr, Mayo. |
| 2. Hedrig Schaefer, 11 Cornhill St., Annapolis. | 6. Ethel Collison, Deale. |
| 3. Ruth W. Claude, 202 Prince George St., Annapolis. | 7. Norman R. Eckard, 4711 Park Heights Ave., Baltimore. |
| 4. Elizabeth Munford, 212 Prince George St., Annapolis. | 8. Dr. Samuel Garner, Annapolis. |
| | 9. Irene Harrington, Annapolis. |
| | 10. Mary P. Dashiell, Bowie. |

BALTIMORE CITY.

1. Mary Kerr, 2130 Bolton, St.
2. Jennie Reizenstein, 828 W. North Ave.
3. Mary J. Conlon, 518 N. Carrollton Ave.
4. C. R. Bradford, 209 U. S. Senate Office Bldg., Washington, D. C.
5. Walter E. Hill, 203 Liberty St.
6. C. E. Turner, 339 N. Charles St.
7. C. W. Byrn, 714 Reservoir St.
8. Andrew H. Krug, Baltimore City College.
9. Dr. R. Berryman, Station D.
10. Dr. E. F. Buchner, Johns Hopkins University.
11. Flora Thalheimer, 2333 Madison Ave.
12. Helen B. Cohen, 2110 Callow Ave.
13. Mary E. Ely, 1517 W. Lanvale St.
14. John M. Dulany, Baltimore & Howard Sts.
15. J. A. Nunn, Baltimore & Howard Sts.
16. J. T. Vernay, 339 N. Charles St.
17. G. R. Ellsler, 711 E. 21st St.
18. H. M. Rowe, Jr., Harlem Square.
19. Supt. Chas. J. Koch, Administration Building.
20. Edward Reisler, 3405 Walbrook Ave.
21. Dr. William Burdick, 801 Garrett Bldg.
22. Rosa Baldwin, 1615 Linden Ave.

BALTIMORE COUNTY.

1. Erla I. Read, Govans.
2. Mary Simmons, Sparrows Pt.
3. Ida R. Magors, Highlandtown, Pratt & Clinton Sts.
4. George Fox, Hamilton.
5. Stella E. Brown, Overlea.
6. Edith L. Scott, Cockeysville.
7. Roberta Porter, 1603 McCulloh St., Baltimore.
8. Theresa Wiedefeld, 300 N. Charles St., Baltimore.
9. R. E. DeRussey, Catonsville.
10. Mrs. A. S. Cook, Towson.
11. A. S. Cook, Towson.
12. H. H. Murphy, Glyndon.
13. Mary G. Logue, 1618 N. Calvert St., Baltimore.
14. Clinton H. Spurrier, Hillsdale.
15. Townley R. Wolfe, 3518 Bank St., Baltimore.
16. Aileen McKenney, Glyndon.
17. E. G. Ewing, Glyndon.
18. Supt. E. H. Read, Catonsville.
19. E. Hope Amos, 522 N. Gilmore St., Baltimore.
20. Georgia T. Hall, Orangeville.
21. Mary E. W. Risteanu, Towson.
22. Mrs. J. A. Thatcher, Govans.
23. Ruth Monroe, Westport.
24. Reister Russell, Reisterstown.
25. John Arthur, Fork.
26. Agnes Myers, Sparrows Point.
27. Frank G. Scott, Cockeysville.
28. John H. Gross, Rossville.
29. Samuel M. Shoemaker, Eccleston.
30. Albert A. Blakeney, Ilchester.
31. John T. Herschner, Towson.
32. Helena Link, 1313 W. North Ave.
33. Bessie Darling, Hamilton.
34. Mrs. B. K. Purdum, Hamilton.
35. Isobel Davidson, 300 N. Charles St., Baltimore.

CALVERT COUNTY.

1. M. Susie Magruder, Solomon's Island.

CAROLINE COUNTY.

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|--------------------------------|-------------------------|
| 1. Mary A. Burnite, Annapolis. | 4. J. R. Cox, Preston. |
| 2. Mrs. E. E. Pippin, Denton. | 5. E. M. Noble, Denton. |
| 3. O. P. Simmons, Greenboro. | |

CARROLL COUNTY.

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|--|--------------------------------------|
| 1. Irene Whitehill, Union Bridge. | 12. Abram N. Zentz, Westminster. |
| 2. M. M. Robinson, Westminster. | 13. J. Wesley Hoffacker, Manchester. |
| 3. M. Alice Clousher, Westminster. | 14. Dr. Wm. D. Hopkins, Mt. Airy. |
| 4. G. Pauline Fuss, Westminster. | 15. Ross J. Blocher, Westminster. |
| 5. T. W. Darnell, Westminster. | 16. Charles Reed, Westminster. |
| 6. George H. Caple, Westminster. | 17. George F. Morelock, Westminster. |
| 7. W. M. Penn, Westminster. | 18. Everett A. Hidey, Westminster. |
| 8. W. W. Jenkins, Westminster. | |
| 9. Theo. F. Englar, Westminster. | |
| 10. Wilton A. Koons, Taneytown. | |
| 11. Clifton G. Devilbiss, New Windsor. | |

CECIL COUNTY.

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|---|---|
| 1. H. D. Bard, Port Deposit. | 17. Carrie P. Wright, Chesapeake City. |
| 2. Theodore W. Currier, Perryville. | 18. Stella Bishop, Chesapeake City. |
| 3. Supt. Jos. M. McVey, Elkton. | 19. Minnie B. Bouchelle, Elkton. |
| 4. Wilmer J. Falls, North East. | 20. Helen S. Davidson, Chesapeake City. |
| 5. Arthur J. Harvey, Childs. | 21. Caroline W. Stump, Perryville. |
| 6. Dr. John N. Jenness, Rising Sun. | 22. Mrs. Hugh W. Caldwell, Chesapeake City. |
| 7. Frances M. Cleaves, Elkton. | 23. Hugh W. Caldwell, Chesapeake City. |
| 8. Helen H. Windle, Chesapeake City. | 24. Mary H. Cooper, Chesapeake City. |
| 9. Dr. T. S. Baker, Port Deposit. | 25. Ella Cannan, Cecilton. |
| 10. Sadie E. Cavanaugh, Elkton. | 26. Rachael R. Rittenhouse, Rising Sun. |
| 11. Mary Emily Clark, Cecilton. | 27. Alfred McVey, North East, R. D. |
| 12. Mary Elma Taylor, R. D. No. 1, Chesapeake City. | 28. E. B. Fockler, North East. |
| 13. Lera White, Rising Sun. | 29. Arrie McCoy, Cecilton. |
| 14. Bessie Squire, Port Deposit. | |
| 15. Addie C. Ford, Elkton. | |
| 16. Sarah R. Miller, Colora, P. O. Box 31. | |

DORCHESTER COUNTY.

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|----------------------------------|--|
| 1. J. Holliday Murphy, Airey. | 14. Susie Collins, Hurlock. |
| 2. Edwin Dashiell, Cambridge. | 15. James B. Noble, Cambridge. |
| 3. Oliver Spedden, Cambridge. | 16. L. H. Jones, Church Creek. |
| 4. William F. Jones, Wingate. | 17. J. L. Kerr, Cambridge. |
| 5. E. F. Bradley, Hurlock. | 18. Caphronia Collins, Hurlock. |
| 6. Jos. W. Brooks, Jr., Madison. | 19. Annie E. Corner, Cambridge. |
| 7. Jos. B. Meredith, Cambridge. | 20. Vivian Wheatley, Oak Grove,
Delaware. |
| 8. A. R. Spaid, Cambridge. | 21. Frances Evans, Rhodesdale. |
| 9. Elizabeth Mundy, Cambridge. | 22. Sue Creighton, East New Mar-
ket. |
| 10. Myrtle R. Short, Vienna. | 23. J. O. Neighbors, Cambridge. |
| 11. Anna G. Collins, Cambridge. | |
| 12. Agnes H. Collins, Cambridge. | |
| 13. Mrs. Annie Taitt, Cambridge. | |

FREDERICK COUNTY.

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|---|--|
| 1. Nora M. Loy, Thurmont. | 8. Mary E. Beachley, Middle-
town. |
| 2. M. Beth Firor, Thurmont. | 9. Samuel E. Grove, Hagerstown. |
| 3. E. Brent Kemp, Knoxville. | 10. Carrie M. Englar, Rocky
Ridge. |
| 4. C. B. Cox, New City Hotel,
Frederick. | 11. Charles H. Remsberg, Fred-
erick. |
| 5. Cyrus Flook, Frederick City. | |
| 6. Ethel Horine, Myersville. | |
| 7. Oscar M. Fogle, Brunswick. | |

GARRETT COUNTY.

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|------------------------------|----------------------------|
| 1. Daisy Hanna, Westernport. | 2. F. E. Rathbun, Oakland. |
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HARFORD COUNTY.

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|---------------------------------|---|
| 1. A. F. Galbreath, Darlington. | 3. J. Herbert Owens, Havre de
Grace. |
| 2. C. Milton Wright, Aberdeen. | |

HOWARD COUNTY.

- | | |
|--|--|
| 1. Grace Picking, 920 N. Monroe
St., Baltimore. | 10. Mrs. C. A. Herrmann, Ellicott
City. |
| 2. Mrs. E. E. Saffel, West Friend-
ship. | 11. Eva Kroh, Ellicott City. |
| 3. Minnie Murphy, Ellicott City. | 12. Helen Wilcoxon, 2843 Park-
wood Ave., Baltimore. |
| 4. Bertha R. Brown, Ellicott
City. | 13. Margaret Pfeiffer, Ellicott
City. |
| 5. Elizabeth Mitchell, Ellicott
City. | 14. Woodland C. Phillips, Savage. |
| 6. Annie E. Johnson, Ellicott
City. | 15. John W. Selby, Ivory. |
| 7. Elizabeth Meade, Ellicott City. | 16. Alice F. Peters, Laurel. |
| 8. Roberta Thompson, Ellicott
City. | 17. Viola L. Gilliss, Rockville No.
2, Montgomery County. |
| 9. Jennie Kirby, Ellicott City. | 18. Elizabeth Clark, Annapolis
Junction. |
| | 19. LaRue Brandenburg, Lisbon. |

KENT COUNTY.

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|------------------------------------|---|
| 1. Anna S. Smyth, Chestertown. | 5. Lydia Jones, Millington. |
| 2. Emma F. Davis, Chestertown. | 6. Supt. Jefferson L. Smyth, Chestertown. |
| 3. Dr. James W. Cain, Chestertown. | 7. Mabel Price, Middletown, Delaware. |
| 4. Jeannette Gooding, Chestertown. | |

STATE BOARD OF EDUCATION.

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|---|--|
| 1. Gov. Phillips Lee Goldsborough, Annapolis. | 7. William T. Warburton, Elkton. |
| 2. Dr. M. Bates Stephens, Annapolis. | 8. John O. Spencer, Morgan College, Baltimore. |
| 3. Henry Shriver, Cumberland. | 9. B. K. Purdum, Annapolis. |
| 4. Dr. Thomas H. Lewis, Westminster. | 10. Mrs. R. Alice Beasley, Annapolis. |
| 5. Henry C. Longnecker, Towson. | |
| 6. Thomas H. Bock, Princess Anne. | |

STATE NORMAL SCHOOL.

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|--|-------------------------------------|
| 1. Sarah E. Richmond, Baltimore. | 9. Wilhelmina McLeod, Baltimore. |
| 2. Charles Arthur Jaquith, Baltimore. | 10. Robert Leroy Haslup, Baltimore. |
| 3. Willis Hammond Wilcox, Baltimore. | 11. L. Mabel Nims, Baltimore. |
| 4. Ernest Ethan Race, Baltimore. | 12. Annita Dorvell, Baltimore. |
| 5. Ella V. Ricker, Baltimore. | 13. Minnie Lee Davis, Baltimore. |
| 6. Mary Hudson Scarborough, Baltimore. | 14. Elsie Irene Hichew, Baltimore. |
| 7. Floronce Augusta Snyder, Baltimore. | 15. Inez Myrtle Johnson, Baltimore. |
| 8. Camilla Jones Henkle, Baltimore. | 16. Mary Lucetta Sisk, Baltimore. |
| | 17. Mollie Walton Tarr, Baltimore. |

MONTGOMERY COUNTY.

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|-------------------------------------|---|
| 1. Dr. Ryan Devereux, Chevy Chase. | 9. E. W. Broome, Rockville. |
| 2. Z. M. Cooke, Gaithersburg. | 10. Carrie M. Fuls, Gaithersburg. |
| 3. Dr. John Gardner, Clarksburg. | 11. Henrietta Rich, Gaithersburg. |
| 4. Roger B. Farquhar, Sandy Spring. | 12. Kathleen Houghtaling, Silver Spring. |
| 5. Columbus W. Day, Mt. Airy. | 13. Helen Redden, Sudlersville. |
| 6. Charles Johnson, Germantown. | 14. Edith Lula Ford, 221 S. Pitt St., Alexandria, Va. |
| 7. Lulu White, Rockville. | 15. C. F. Brown, Brookville. |
| 8. W. B. Burdette, Rockville. | 16. Charles G. Myers, Rockville. |

QUEEN ANNE'S COUNTY.

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|----------------------------------|--------------------------------------|
| 1. S. Pearl Cooper, Templeville. | 4. Dr. John R. Benton, Stevensville. |
| 2. Emma E. McKnett, Templeville. | 5. Spencer Walls, Sudlersville. |
| 3. Graham Watson, Centreville. | 6. B. J. Grimes, Centreville. |

PRINCE GEORGE'S COUNTY.

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|---|---------------------------------|
| 1. Alice McCullough, Laurel. | 3. J. E. Metzger, College Park. |
| 2. Supt. Frederick Sasseer, Upper Marlboro. | |

SOMERSET COUNTY.

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|---|----------------------------------|
| 1. Margie E. Merrill, Pocomoke City, Route No. 1. | 4. Willie T. Riggins, Crisfield. |
| 2. W. H. Dashiell, Princess Anne. | 5. Kate Howard, Crisfield. |
| 3. Naomi B. Tawes, Crisfield. | 6. F. E. Gardner, Crisfield. |

ST. MARY'S COUNTY.

1. Rosa I. Milburn, Maddox.

TALBOT COUNTY.

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|------------------------------------|-------------------------------------|
| 1. S. S. Handy, Easton. | 12. Mrs. Annie M. E. Mason, Easton. |
| 2. Lina Bridges, Bosman. | 13. Clara F. Mason, Easton. |
| 3. Ethel Cooper, Bosman. | 14. Hennie M. Merrick, Trappe. |
| 4. Sadie Bridges, Bosman. | 15. M. Beale Merrick, Denton. |
| 5. Nannie I. Stevens, Oxford. | 16. Addie M. Dean, St. Michaels. |
| 6. Della V. Altwater, Easton. | 17. Dr. R. A. Dodson, St. Michaels. |
| 7. Ina Higgins, St. Michaels. | 18. J. McKenny Willis, Oxford. |
| 8. Natalie M. Robinson, Royal Oak. | 19. Martin M. Wright, Easton. |
| 9. Ethel A. Carroll, Trappe. | 20. Nicholas Orem, Easton. |
| 10. Anna A. Matthews, Trappe. | 21. Ella W. Keithley, St. Michaels. |
| 11. Lyda McNeal, Easton. | |

WASHINGTON COUNTY.

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|------------------------------------|---|
| 1. George W. McBride, Boonsboro. | 10. E. P. Eyler, Hagerstown. |
| 2. John Masters, Smithsburg. | 11. W. Merrick Huyett, Hagerstown. |
| 3. Sarah E. Isenninger, Funkstown. | 12. Mary Kaylor, Hagerstown. |
| 4. Dr. A. P. Stauffer, Hagerstown. | 13. John B. Houser, Cavetown. |
| 5. O. D. McCardell, Hagerstown. | 14. Helen L. Highberger, Sharpsburg. |
| 6. H. K. Beachley, Hagerstown. | 15. D. B. Detweiler, 4029 Baring St., Phila., Pa. |
| 7. H. S. Bomberger, Boonsboro. | 16. Laura V. Speilman, Hagerstown. |
| 8. David Leshner, Clearspring. | 17. Erma Gsell, Clearspring. |
| 9. Major J. C. Byron, Hagerstown. | 18. Icia F. Swartz, Hagerstown. |

WICOMICO COUNTY.

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|--------------------------------------|-----------------------------------|
| 1. Supt. Wm. J. Holloway, Salisbury. | 8. Mary C. Hill, Salisbury. |
| 2. Mamie Morris, Salisbury. | 9. C. Nettie Holloway, Salisbury. |
| 3. Nina G. Venables, Salisbury. | 10. Amy B. Roberston, Clara. |
| 4. J. Frank McBee, Salisbury. | 11. A. L. Greenwood, Salisbury. |
| 5. C. E. Tilghman, Salisbury. | 12. Morris L. Stier, Delmar. |
| 6. N. Price Turner, Salisbury. | 13. Mildred Dougherty, Salisbury. |
| 7. Lester C. Hall, Salisbury. | 14. Ida Morris, Salisbury. |
| | 15. Gertrude Killiam, Salisbury. |

WORCESTER COUNTY.

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|--------------------------------------|-------------------------------------|
| 1. Ethel Carey, Pocomoke City. | 9. Supt. E. W. McMaster, Snow Hill. |
| 2. Mary F. Bailey, Berlin. | 10. Julia F. Bratton, Snow Hill. |
| 3. Margaret Ayres, Berlin. | 11. Lillie Heward, Snow Hill. |
| 4. E. Clark Fontaine, Pocomoke City. | 12. Zadok Powell, Snow Hill. |
| 5. Mary A. Powell, Snow Hill. | 13. Anne Adkins, Berlin. |
| 6. John S. Hill, Stockton. | 14. Bertie E. Jones, Girdletree. |
| 7. A. C. Humphreys, Snow Hill. | 15. W. Lee Carey, Berlin. |
| 8. Mrs. E. S. Whaley, Snow Hill. | 16. Margaret Northam, Snow Hill. |
| | 17. Bessie Dryden, Newark. |

GENERAL LIST.

- | | |
|---|---|
| 1. Roland Hebdon, 1392 E. 21st St., Brooklyn, N. Y. | 6. J. L. Sigmund, 26 E. Essex Ave., Lansdowne, Pa. |
| 2. L. F. Holston, Greenbackville, Va. | 7. G. H. Maramore, 1209 Arch St., Philadelphia, Pa. |
| 3. Frank Clapper, 40 E. 22nd St., N. Y. | 8. F. E. Bridgetts, Harrisburg, Pa., 112 N. 2nd St. |
| 4. D. H. Newell, Plainfield, N. J. | |
| 5. C. H. French, 70 Fifth Ave., N. Y. | |

Department of Secondary Education

CHARLES H. KOLB, Chairman,
N. PRICE TURNER, Secretary.

Ocean City, Maryland, June 30, 1914.

The meetings of the Maryland High School Teachers' Association were held in the ball room of the Atlantic Hotel, and, owing to the absence of the President, Mr. Charles H. Kolb, who had recently sailed for a trip abroad, were presided over by the Vice-President, Miss Margaret A. Pfeiffer, of Ellicott City.

The first meeting was called to order at 9.45 A. M.

Mr. Everett A. Hidey, of the Manual Training Department of the Westminster High School, read a very interesting paper upon "Manual Training in Maryland High Schools," in which he dwelt upon the origin and history of the subject in this State.

"Further Studies of Our High Schools," was the subject of an address then delivered by Dr. Edward F. Buchner, of the Johns Hopkins University. The speaker had studied quite exhaustively the statistics with reference to candidates for admission to the new school of engineering at the Johns Hopkins University, and while he did not claim that this data furnishes conclusive proof, he said that English and Mathematics are giving more trouble than any other subject and that they should have more attention. A general discussion followed which was participated in by Dr. Ryan Devereux, of Chevy Chase; Cyrus F. Flook, of the Frederick County School Board; J. Herbert Owens, of Havre de Grace; H. H. Murphy, of Reisterstown; S. S. Handy, of Easton, and Dr. J. W. Cain, of Washington College. The general tenor of the remarks was that the privilege of certification should not be given to all high schools promiscuously, but that the same should be earned by the individual school, and that any abuse of the privilege should be reported both to the State Department of Education and the county authorities as supervisors of the high school teachers.

The meeting was then adjourned.

N. PRICE TURNER,

Secretary.

Ocean City, Maryland, July 1, 1914.

The second meeting of the High School Teachers' Association was held in the same place as that of the previous day, Miss Pfeiffer presiding, and was called to order at 9.30 A. M.

The discussion upon "The New Course of Study and How it Works," was led by Mr. J. Herbert Owens, Principal of the Havre de Grace High School. Mr. Owens thought that the commercial students should have more opportunity to take the cultural subjects as they sometimes learn that they can go to college and are handicapped. He also thought that the regular students should have a chance to take some typewriting or bookkeeping. The discussion was participated in by Mr. O. M. Fogle and Dr. Buchner. Mr. Arthur F. Smith, of Lonaconing, who had been Chairman of the committee upon the Course of Study, said that bookkeeping was an elective subject and advocated a flexibility of the course. He said that a teacher should not have more than six periods a day and that five was much better, and urged the combining of classes in the smaller high schools and offering subjects in alternate years. He said that the elective system is all right if properly controlled but that we should not let it get away from us.

Dr. Francis H. Green, of the West Chester (Pa.) Normal School, then delivered another of his very helpful addresses. Some of his recommendations were:

- (a) Get close to your pupils.
- (b) Be not too severe a critic.
- (c) Exact of yourself and others right habits.
- (d) Work and demand work of others.
- (e) Plan your work carefully.
- (f) Arouse the inquiring spirit.
- (g) See that clear conceptions are gained.
- (h) Be a factor and not a figurehead in your community.
- (i) Cling to essentials.

After this address the Association then entered upon its business session.

The minutes of the Baltimore meeting in January, 1914, were then read by the Secretary and no corrections being offered the Chair declared them approved as read.

The report of the Treasurer was then called for, which showed a balance of \$132.15. The report was approved.

Upon behalf of the Legislative Committee Mr. Caldwell summarized the high school legislation which was passed by the last General Assembly, and stated that the same was printed in detail in a pamphlet issued by the State Board of Education and known as Bulletin No. 6.

It was moved, seconded and carried that the report of the Legislative Committee be accepted and that the Treasurer be instructed to pay the expense items of the members of this committee.

The report of the Committee on Resolutions pertaining to the affiliation of the High School Teachers' Association with the State Teachers' Association was then called for, but no member being present, this item was passed by.

The report of the Committee appointed to draw up resolutions upon the death of Prof. Charles F. Raddatz was next called for, but both members of the committee being absent, action upon this matter was also deferred.

The meeting was then adjourned.

N. PRICE TURNER,
Secretary.

The meeting of the Department of Secondary Education was called to order at ten o'clock, Tuesday morning, June 30th, 1914, in the dance hall of the Atlantic Hotel, Ocean City, Maryland.

Miss Margaret A. Pfeiffer, of the Ellicott City High School, presided.

MISS PFEIFFER: The first thing on our program will be an address by Mr. Everett A. Hidey, of the Westminster High School.

HISTORICAL OUTLINE.

Mr. Kolb, Chairman of the committee, in assigning me my subject, told me to say something about Manual Training. This I thought would be of general interest, so I have prepared this outline of what has been done and what I think should be the aim of Manual Training work in Maryland schools.

We obtained our first idea of manual training from abroad. Curiously enough the first trades school was established in Russia. Rotterdam has had an Artisans' school in operation for thirty years and since 1873 there has been free apprentice schools in France.

In this country vocational apprentice schools are still in their infancy.

The first manual training school in the United States was opened in St. Louis in 1880, and, it was from this school that Dr. Richard Grady obtained his idea for the old Baltimore Manual Training School, now Polytechnic Institute.

Such excellent results were obtained from this St. Louis school that other large cities established similar schools either as independent institutions or as departments in existing high schools.

The introduction of manual training into the elementary schools began in 1882, in the Dwight School of Boston. Progress, however, was slight. At first the work lacked system and the results were very crude; but with the establishing of the Lloyd School of Boston a way was prepared for the introduction of this system of construction work into the elementary schools.

This system was borrowed from Sweden as are many of our best ideas and most competent teachers.

The original plan of this system limited the work to the manufacture of small household utensils by whittling.

Otto Solomon extended the system in 1876 by introducing mechanical drawing, the employment of more tools and the use of more difficult exercises.

Whenever Sloyd was introduced and taught by competent teachers, the results were so satisfactory as to highly recommend it.

Modifications of the Sloyd system and other systems have followed; and now manual training constitutes a regular feature of the system of instruction in every large city and in more than three-fourths of the cities of eight thousand inhabitants in the United States while a large number of cities below eight thousand population have introduced it, either in the elementary schools or in the high schools.

Previous to 1898 there was no manual training in Maryland schools except in Baltimore at the old Manual Training School on Courtland street. This has the honor of being the first public school devoted to manual training in an America city and the first of its kind to be supported by public taxation. The idea was first conceived by Mr. G. S. Griffith, Sr., President of the Prisoners' Aid Association, who wrote a set of resolutions setting forth the need of a school where boys could get a knowledge of the mechanic arts and other industrial pursuits.

These resolutions were turned over to Mr. Plaskitt, a member of the Board of School Commissioners of Baltimore, who gave the theme to Dr. Richard Grady, then a teacher in the public school of Baltimore.

On April 23, 1883, Messrs. Joshua Plaskitt, James W. Bowers and John T. Hancock were appointed a Committee on Industrial education.

The committee gave a hearing to those interested and President John T. Morris submitted a report proposing to establish a manual training school for male pupils and requested permission to do so from the City Council.

Mr. John B. Wentz prepared an ordinance giving the School Board power to establish a school for manual training. It was found necessary to have an amendment to the school law of 1868 in order to establish the school.

On December 20, 1883, Dr. Richard Grady was commissioned to visit St. Louis and Chicago to inspect the private manual training school in these cities. Dr. Grady reported the manual training school in connection with Washington University, St. Louis, as a model manual training school and the Baltimore school was planned along similar lines with some modifications.

This school was opened March 3, 1884, with an enrollment of sixty-two boys. Dr. Richard Grady was the first director of the school. To Dr. Grady more than any other man belongs the credit of making the school a success.

Other early friends of the school were U. S. Senator Peter J. Campbell and Mr. John J. Mahon, then of the City Council, in whose ward

the school was located and through whose influence U. S. Senator Gorman had P. A. Engineer John D. Ford, U. S. N., detailed as professor after others had failed. The school has grown by leaps and bounds until now the Polytechnic is recognized as one of the foremost schools of the kind in the country.

Previous to the law of 1898 giving fifteen hundred dollars to each county for a manual training department, manual training was taught in only three counties, at Elkton, Cecil County; at Easton, Talbot County, where Prof. Alexander Chaplain, who was one of the pioneers in this kind of work in the State, established a manual training department in the high school.

After the passage of the law of 1898 all of the counties established manual training departments in their high schools and under our present law all first group high schools are required to have a manual training department and in some counties, notably Baltimore County, manual training is taught in many of the larger schools and in planning their school buildings provision is made for manual training and domestic science, so that in the short space of sixteen years manual training has been introduced into all of the elementary schools of the State and is everywhere recognized as an essential part of the curriculum.

Manual training is thought by many people to be only another name for carpentry. This is a mistake. Wood working tools are used, but only in the highest classes. Long before the boy reaches these classes he has worked with other and simpler tools, the knife and scissors, the ruler, the pencil and the paste brush. All this work has a definite aim, but this aim is not to make pretty little calendars or big Morris chairs for show.

Children love to handle material, to cut it, shape and fashion it into different forms. This passion to make things, appears early in both boy and girl. Manual training is the effort of the school to meet it and to guide and perfect the skill and knowledge which comes from working with many tools in many operations. The child whose schooling is all a mental drill is but half trained. Manual training seeks to educate the other half—the motor half. Motor skill or muscle skill is not to be gained in a day, nor is it to be gained at all if nothing is done to train it throughout the years of childhood. To give skill, one must begin early and must keep up practice until the muscles of hand and eye have learned their power. Manual training is a modern phrase, is "training for efficiency;" it is training which deals with things and not with words.

ART AND MANUAL TRAINING.

No one who looks at the handwork of children can doubt that they have been made happier in school by the opportunity to draw and make things. There is affection expressed in every well-made joint and in every smooth flowing design. Art, it has been said, is but pleasure in labor. If this be true then the real spirit of art pervades every class-

room where children vie with one another in making firm and shapely models and harmonious patterns. This spirit in the school room is of but few years, yet full of promise. As a people we need it and, as a people we must in time owe to it much, for there continually files from the school into the world a great army of pupils, with eyes trained to see beauty, and fingers skilled in the use of pencil, brush, and keen-edged tools. Upon these children and the children of these children must depend our future standing in the artistic world. A few artists do not make an artistic people. It is the elementary training of the schools which alone can develop the artistic consciousness of the nation.

The artistic ability of a people makes greatly for its material wealth. Taste is a national asset. Applied in a practical way to manufactures it multiplies the value of raw material a hundred fold or more. To teach workers not merely to make things but to make them beautiful is to extend our commerce in every market of the world.

MANUAL TRAINING AIDS IN VOCATIONAL PREPARATION.

Those who know children know how much children differ. Some work well with their heads, some with their hands. The latter becomes creators in the world, the inventors, the engineers, the workers in the thousand industries. Manufacturing makes for the success of these; it helps each boy to "find himself." Without it he is constantly being led away from his creative bent and thwarted in his desire to make things with tools, man fashion.

We are a great industrial people living in an industrial age. Nine out of every ten boys who enter the elementary schools must later earn a living with their hands. These boys must not be trained away from their work; rather they should be trained toward it. Manual work gives this training; it fosters the industrial bent. Not only does it give knowledge of plan and process to the would-be artisan, but it early gives a respect for the skilled workmen and pride in honest construction.

Many signs indicate that vocational training must come to play an important part in school work throughout our land. Foreign countries have distanced us in this respect. We must develop vocational schools if we would hold our own in industrial competition. For all in this great army who must come to be taught in these schools manual training in the early years is the best possible preparation.

TRAINING IN TASTE THE RIGHT DESIGN.

As the manual work has moved forward it has developed a two-fold aim. It seeks to give skill and with this, taste. The latter can best come through the child's constant effort to make a finer form or a more beautiful pattern. Design therefore forms part of all manual work. Some think of it as a subject taught merely that the pupils may make pretty things. This is an error. Design is all about us, in our dress, our

homes, our shops. Each of us is called every day to show our taste in the things we wear, the things we make and the rooms we live in. This taste can be taught, but not through talk about it. It can only come through effort to have the thing we create, good in line, in form, in color, and in decoration.

Design goes hand in hand with drawing and construction, and the pupils are continually called upon to plan simple and appropriate patterns and apply these in stain or stencil, in embroidery or paint, upon the forms they have made. Through this training their feeling for beauty and their sense of appreciation grows. Not only does this sense mean pleasure to its owner, but it means profit to him also in a material way. The worker with skill and taste is always more sought than one with skill alone.

MISS PFEIFFER: Our next speaker needs no introduction. We are all familiar with his work, and his interest in education, and his effort to increase higher education. I take pleasure in presenting Dr. Edward F. Buchner, of the Johns Hopkins University.

DR. BUCHNER: When the President of the Department some time ago invited me to speak again before the Department, I confess I hesitated very seriously. It was my pleasure to speak at the last two summer sessions, and I thought my story had come to an end. He assured me that anything that I might be able to offer would be welcome. Under this condition I consented. This is to be not as Kipling says, "Another story," but a continued story.

At the Braddock Heights meeting, I presented a general summary of some of the impressions of the high school work that came under my observation.

Under the Technical School Law of the Legislature of 1912, we now have an opportunity to interpret our high school work in the light of actual facts in connection with the Department of Engineering in the Johns Hopkins University. These facts will pertain to the conditions involved in the operation of this law as authorized by the State Government. What I have, therefore, to present this morning is a study of the results which have been accumulating during the past two years of the admission of students from our high schools, both public and private, in the Department of Engineering. I call this a study, not a paper, because there is nothing final about it. I hope you will find it interesting, inasmuch as its data are indicative of certain tendencies, and I hope also it has some encouragement for ourselves as the workers in our high schools.

The high school is a central institution in our American life, not merely in our educational system, but in our total American life. I like to think of it as the switchtower in the system of living in this country. It is the parting of the ways in the life of the young man or the young woman—for those who do not get into the high school, as well as for

those that get in, and go on—Just as the switchtower is the pivotal point in the operation of our great transportation system, so the high school stands as a distributive switchtower, shunting future citizens in all the various directions they follow.

We are all familiar with the usual requirements for admission to college, and I need not go into the details respecting the requirements for admission. Two years ago I recommended to the Board of Trustees of the University that, if possible, they make arrangements to admit young men who are looking forward to the engineering courses in the beginning of the year 1912, although the law contemplated that the Engineering Department would be opened in October, 1913. That recommendation was made on the basis of two facts. One was that the University was already giving instruction in the several subjects which would naturally belong to any school of engineering. The other fact was that the work being done in a great many high schools in the State would enable candidates to meet the requirements of the University for admission. I was also deeply interested in saving as much time as possible in the life of the boys who were looking towards entering the engineering profession. I am glad to say that a number came, and a number of these have continued their work with more or less success. My effort to save a year in the life of those boys who did enter thus met with a measure of satisfactory results.

When the Department of Engineering was formally opened in October, 1913, a great many more applicants came for admission. We have now had one year under the organized course. I have arranged a statistical table of the results of the work of the candidates and the students of the two years, beginning with October, 1912. What I have to offer this morning is a study of the results of those who applied for admission in October, 1912, and what happened to them, particularly, after they entered the University during the two years of instruction, and of those who applied in October, 1913, and who have had one year of instruction, and those appeared for the June examinations some two or three weeks ago. Certain of my data is not presentable in the clearest-cut fashion. We have a great many factors with which to deal. A single fact does not prove anything. It is not my intention that this study should result in any proofs at all, either affirmative or negative, because there is no finality in this matter. What I did indicate in the beginning is that there are certain tendencies, and these facts cannot be gainsaid in any way. The applicant arrives, and either he is admitted or not admitted. He is not half in and half out. It is in the light of that situation that I would like for us to review all of the facts respecting the work of the high schools in so far as the work of our high schools can be indicated by the results obtainable in the records of the work of the engineering students.

Our study this morning refers to those students applying in 1912, 1913 and 1914. I thought I would have time to make this summary on

this chart readable at a distance. As it is in pencil, I shall read the conclusions, emphasizing the probable inferences as I proceed. In the discussion that may follow I hope to make clear anything that may seem vague to you during the reading.

I have divided the schools into three groups. First a group of two public schools—the Baltimore City College and the Baltimore Polytechnic Institute. They have for years been in close relationship to the collegiate department of the University, and it is not fair to ourselves, either the city or the counties, to put those two Baltimore high schools on the same basis with the others, when we come to comparing some of the achievements of their graduates. I say that now for the purpose of being perfectly plain. But when we come to consider the results we have to throw them all together, because those two public high schools do not receive any favors so far as the University is concerned. The second group includes private high schools, colleges and high schools outside of Maryland, and the third group the county high schools.

The number of students from each of the three groups is very nearly the same. In October, 1912, eight came from the Baltimore High Schools, twelve came from the second group, and ten from the counties. Of the thirty students coming forward in October, 1912, one-third are from the county high schools. These ratios are fairly interesting. From the two public high schools seven were admitted without conditions. One was admitted on trial. From the group of private high schools eleven were admitted without conditions, one with conditions. Of the ten from the county high schools, three were not admitted, two were admitted without conditions, five with conditions.

At the end of their first year at the University—1912-13, of the Baltimore City high schools representatives—five were passing, two were dropped and one went to another university. Of the second group—the private high schools—six were passing, five were dropped, and one withdrew because of illness. Of the seven from the county high schools, two did not enter, four were passing, and one dropped.

I think that details an interesting story, and as I find it, a great deal of comfort with respect to the recommendation which was made to the Trustees of the University two years ago. There were seven dropped from the first two groups of high schools, and only one from the county schools. Of course, when a student is dropped, he is simply invited to go home. That is all. It is not a question of fear or favor. The whole purpose of the University's work is to recognize merit. If the young man can sustain himself he is very welcome. If he fails to pass in the majority of his studies he is not given "the benefit of the doubt." He can take his doubt home with him.

On the other hand, I would like to have you notice that the University is not so rigid in requiring students to come forward without conditions. I think some people have been inclined to regard the University as too rigid and exacting in the matter of admission of students.

The facts of the case are, I think, to the credit of the University in the matter of admission. I know personally that a number of the applicants were given the benefit of the doubt on admission. That happened particularly in 1913—and in 1912 it was not such a serious matter, because the cases were somewhat different. Out of twenty-seven students admitted in October, 1912, fifteen met the scholarship requirements during the first year. If any of you are interested in the particular standing of those who passed, I will be very glad to go into those details in the discussion which I trust will follow this report. The eight who were dropped in 1913 included one from a county high school, two from the Baltimore high schools, and five from the second group of private and out-of-State high schools.

The first year course of study under the fully organized Engineering Department is not technical, the second year of engineering work is still not technical. The technical work is to come in the third, and more particularly in the fourth year. Of the Baltimore city group admitted to the second year at the University, three were passing, and two dropped. Of those from the private school group four were passing, and one dropped, and of those from the county high schools four were passing and none dropped.

These facts, of course, do not indicate that our county high schools are all doing exactly the same grade of work. But the individuals who are coming from our county high schools, in so far as they pass, have sustained themselves at the University. When you get really good material from the county high schools you can bank on it.

In the two years, then, there were ten students dropped from the first two groups, and from the county high schools only one. Conclusions may, or may not be drawn. But I think these facts as such are interesting, and indicative of certain tendencies, although the number of students is small. We are not trying to prove anything by a certain number.

The year 1913-14 is still more interesting from the standpoint of admission, and from the standpoint of the results arrived at by the individuals. Still following the three groups—the Baltimore high schools, the private and out-of-State schools, and the county high schools—again the number of students seeking admission to the Engineering Department coming from each one of these three groups is interesting. There were thirty-six from the first, thirty-one from the second, thirty from the third. There were no records in the case of two applicants in the third group, so that number becomes twenty-eight. It is interesting to note that the ratio is almost the same as the year before. In the second group of schools, nineteen different schools were represented, as compared with the two schools in the first group. There were twenty-two county high schools represented by the candidates, fourteen of the first group and eight of the second group of the approved high schools.

Now, for the results. In the first group there were thirty-six applicants. Two were not admitted, thirty-one were admitted with no conditions, and three were admitted with conditions. Of the thirty-four who were admitted, eleven did not enter the University, nineteen of those entered were passing, and four were dropped for failure in keeping up the scholarship requirements. Of the thirty-one of the second group, the private schools, including some of the colleges of the State, ten were not admitted, eleven were admitted with no conditions, two were admitted on trial and nine were admitted with conditions. Of the twenty-one who were admitted, there are two of whom I find no report. Their year's work was incomplete, and there is no chance to see what they did. Sixteen were passing, and three were dropped.

Of the twenty-eight applicants from the county high schools eleven were not admitted (that I grant you is a large proportion), eight were admitted with no conditions, two were admitted on trial, and seven with conditions. That is the response to the doubt of those who are under the impression that none of the county high schools are doing the work which the University supposes them to be doing. The county high schools in some instances *are* doing the work. (I remember one group of individual who was very much disturbed over these entrance examinations—the father and uncle of the candidate came to see us. They thought the young man, having been graduated from a high school, ought not to have to pass any entrance examination. They thought it was perfectly absurd for any institution to require a high school graduate to pass an examination such as would be required of those who would seek to enter the Medical Department. I confess it took me over two hours to convince that fond father and adoring uncle that the entrance examinations for the engineering department bore no comparison whatever to the entrance requirements to the medical school, but were really four collegiate years apart. The entrance examination simply bears upon the high school work of the applicant.) Fewer were admitted with conditions from our county high schools than from the second group. We often think of the preparatory private school as vouchsafing absolutely the required scholarship of the applicant for college admission.

Of the first group three were admitted with conditions as compared with seven from the county high schools. I would urge this fact as a part of my response to the doubting impression that there is no connection between the work of the high school and the entrance requirements to the Engineering Department. That impression needs to be changed, as you now see.

Of the seventeen admitted from the county high schools, there are again two with no report of the year's work, which was incomplete, ten were passing, and five were dropped. The dropping of the five in this case is quite a large number, and is due almost entirely to one particular group of cases—that is, not of an applicant's particular case, but of a particular school. Three representatives from one particular

school being dropped. Taking them out of consideration, the number dropped would fall to two, and would be a very small proportion in comparison with the number dropped from the other groups of high schools.

The second point that I want to bring to your attention is the matter of the failures which the applicants present in taking the entrance examinations at the University—failures both when they try the entrance examinations and the regular examinations in their college courses. I have summarized the more frequent, striking and suggestive cases of failures.

In the first year, October, 1912, the failures on the entrance examinations were widely scattered, and therefore are not really indicative. There is one in the case of the two parts of the examinations in English; in Algebra, both divisions of the subject, two; in German, three; in Latin, one; and one failure in all subjects. Those are from the county high schools.

In the second year, October, 1913, the failures in the first group of high schools were two in French, one in Latin, one in Trigonometry (it was not absolutely required, but he chose to offer it). The conditions were in Geometry one, Latin one, and Algebra B. one.

In the second group, the failures were distributed about the same. Four applicants failed in nearly all the subjects which they undertook, two failed in English A. and B., one in Algebra, two in French, one in Latin, one in Physics.

In the third group—the county high schools—there was one failing in all subjects, one failing in all subjects but two, two in English A. and B., one in English B., one in Algebra B., five in Plane Geometry, and three in Solid Geometry, Physics two, Chemistry one, and German one.

When it comes to the failures of those who were admitted in 1913, and have spent one year at the University, the results are as follows: In the first group, mathematics four, physics three, French one; second group, German three, mathematics one; third group, mathematics four, German four, physics three.

The indication is that mathematics, German and physics are the three college subjects which seem to give most difficulty to these students.

Finally, a brief statement may be made as to the examinations in June, 1914. I have grouped them in regards to the failures and passes as recorded in the different subjects, not by individuals. I have not distributed these among the counties, in view of the fact that the entire number of entrants will not be known until next September. This table is more interesting to those who are doing the high school work. There are two divisions here of failures; two in English A. and six in English B., seven in Algebra A., and five in Algebra B., four in Geometry, divided between plane geometry and plane or solid geometry, trigonometry one (inasmuch as it was offered by the applicant), German three,

Latin three, history four. The passes were eight in English A. and four in English B.; Algebra three, Geometry three, German three, history ten—United States History being eight, Latin two, Chemistry two.

Here are three interesting cases: One candidate failed in three subjects and passed in two, another failed in five subjects and passed in one-half of another subject. Another who failed in four and one-half subjects, and who passed in the other half of the five.

All these facts seem to indicate one conclusion which we may take for practical application. We ought to labor a little more in the matter of our English. We ought to work a little more closely on the matter of high school mathematics. Most of the failures in the matter of the admission requirements come in those two subjects. The English B., which is the part of the English which does not seem to show up well. These two subjects seem to be very fundamental in the development of the ability of the applicant to handle himself in meeting the entrance requirements to the Engineering Department. That, of course, goes back to the first and second years high school course, and I am inclined to believe that when we have a four-year period under observation we shall find that the work in English and the work in Algebra will give us some different results.

I have been unable to compare the results of the examinations of this year, in so far as they have gone in those two subjects with those of 1912 and 1913, but there are at least two suggestions in the admission of our high school work—we should lay more emphasis upon our work in English and Algebra. Of course, for the Engineering student, the mathematical subjects are absolutely fundamental. And, then, by virtue of the fact that the University is attempting to secure more culture in the training of the engineering, the work in English and the other languages will play a very great part. English is giving these students more trouble than almost anything else. Of course, we should remember too, that these opportunities for higher study on the part of these students caught them at a time when they were not working with the intention of trying for admission to a course in Engineering, so that this represents a study of your high school work four years ago and three years ago, and not that last year nor the year preceding. So that, if we have any practical suggestion that may be carried over into our high school work from these scattered, yet altogether significant, facts, it is this—that we should place more importance upon the work of the first year of the high school. If we are sure at that point we need not have any serious doubts about the work of the fourth year, or of the third year, because if the first year's work is well done, standards will be set for yourselves, and for your students which will be followed throughout the course.

I told you this was to be a continued story. Some of you may remember this chart which I presented at Braddock Heights two years ago—a summary of the comparison—respecting the comparative efficiency

of our high schools, county high schools, as they were required under the stated course of study at that time. There were twenty-five schools on the list, and arranged in order of increasing efficiency from the standpoint of general administration, and supervision—the weaker schools being at the top, and the stronger schools being at the bottom of the chart. I thought you might be interested in knowing how the foregoing facts would throw light upon this chart, which I ventured to arrange two years ago.

Let me give you the number of applicants that came from these county high schools, and the fate of those applicants. It is written in so that you cannot see it, and so I will have to read it. The first school had one applicant who was not admitted. The third school one applicant, who failed to secure admission, the fourth the same story. The fifth school had a representative who applied, was admitted, but did not enter the University. The sixth school had one applicant who failed. The eleventh school had three applicants, and two were admitted, one failed. The twelfth school had one applicant who was admitted without condition on the strength of his high school work. That you see is about the middle point between the two extremes. Fifteen had one applicant who was admitted without condition. Sixteen had one applicant who was not admitted because of failure to sustain himself in the entrance examination. Eighteen had three applicants who were admitted with conditions in each case, and one unfortunately had to be dropped because of failure to sustain himself in his subjects. Nineteen had one applicant who was admitted without conditions. Twenty had one applicant who was not admitted. Twenty-one had two applicants who were admitted with no conditions, one of whom was dropped. Twenty-three had one applicant who was unable to meet the entrance requirements. Twenty-five had three applicants, two were admitted, one was dropped. School No. twenty-six, which was not put on the chart originally, had six admissions without conditions, and three of them were dropped. That would indicate that some of these schools as listed two years ago would shift their position at present.

You will pardon me if I take some little satisfaction in the correlation between the records of the admission to the Department of Engineering, and the relative rank of the schools indicated on this tentative chart. I think it is rather striking that the requirement of the schools as they were two years ago seemed to be pretty well sustained by the achievement of their representatives as they met the entrance requirements to the University.

If anyone would like to have the data respecting his own school, I would be very glad to give it to him.

MISS PFEIFFER: I am sure Dr. Buchner will be very glad to answer any questions that might be asked him.

DR. RYAN DEVEREUX, Chevy Chase, Md.: I am interested in this subject. I want to ask a question in regard to it—in regard to the

uniformity of educational work throughout the State. The work in high schools is possibly my hobby. I should like you to be able to say that the courses that are offered in every county would at least fit the applicant for admission to the engineering department, or would at least give him the opportunity of having a course of study in any county that would fit him to take this examination.

Now, apparently, that is not the case. The course of study that is prescribed by the State, undoubtedly if it were properly given and taken advantage of, would fit for this examination, but it evidently does not, for the applicant is not fitted to pass the examination, and the father and uncle in this instance wonder why, after all these years that he spent in the high school, why another examination should be necessary—it seems to be examination after examination, and yet the University says “Well, we have to examine him again.”

We have not that uniformity not only in the State, but I believe in the counties. I find that there is not a uniformity even in our own county. Now, I was talking to a number of the gentlemen who were superintendents, and I was asking them about it, and they said there was a certain amount of latitude, in one neighborhood they used a certain course of studies, and in another neighborhood another course of studies. For instance, in a mountainous district there would be one latitude, and in the cities another. I often wonder whether or not the question that came up—whether there ought to be vocations under the high schools of a certain type—in other words, the vocation of the school requires that particular vicinity should not have the same idea of high school work as another. When we speak of high schools that are preparing for entrance to Hopkins University, who sets the standards for us? I hope the University will not lower their standard. We must come up to the standard. More supervision of the high schools seems to me to be required, going over and into and inspecting these high schools until they know the truth of the conditions. But it seems to me that this is one of the most interesting things from the high school point of view. Those subjects that we are weak in, let us make them strong.

I undertook to go back and teach in the schools. I have been teaching twenty years in medical work. I got back to teaching the young, and I found this—that in mathematics, where they know technically the problem there in the book, they were deficient in the understanding of the “why” of the problem, and in Geometry, they were totally at sea, inasmuch as they failed to grasp the reason why we taught Geometry. What was the ultimate end outside of the technical knowledge that seemed to be lacking, and that fundamental principle of the “why” the child was apparently not able to give—it was not given in a previous year, and when we began and took off a month of teaching them the “why,” why we gave him the other two months or three months—all of the work over. That is where we fail in entrance college examinations,

because they ask them why, and of course they must know. That is the reason for the failure in mathematics.

The German was particularly interesting to me, not for my own children, as my children have been abroad, and have gotten their German there, but how can we teach German, if we do not have German teachers? How can we get them unless we are willing to pay for them? It is a matter of dollars and cents, pure and simple. If you want to teach German or French or A. B. C., teachers must be gotten, and without the proper teachers, learning modern languages is utterly impossible. We cannot get the high school graduates up to a high standard without having those children trained. How can we turn back into our schools the product of this system, and expect to get better results. We had better prepare teachers in these particular subjects. It all goes back to the old saying—"If you want something, you must make the sacrifice necessary for that, and pay for that purpose."

Now, I have found—I am a college man myself, and have had some experience, and it is the languages in our schools as far as my limited knowledge of Maryland—only a small portion of one county—seems to have been—it is a question of failure of the teachers rather than the poor children, who have not had the chance.

I think mathematics would be better taught by teaching the fundamental principles of it, and beginning way down in the lower classes, and not repeating so much; in Vienna, where they never teach the same thing twice, they have better results. They teach the geography of the little surrounding country until they reach the greater countries of the world.

Maybe we are failing in some of our high schools because we are using some of our grammar school teachers to teach in our high schools. We are robbing both the grammar school by taking the grammar school teachers, and we are actually failing in our high school work by using some of our high school teachers part of the time, and compromising with our other teachers, in order to have a high school in name and not in character, and we are robbing at both ends, and ruining the whole institution. I believe there should be a marked separation, so that there is no possibility of over-lapping between the grammar school work taught in the same building with the high school.

We should go a step further, and have the whole high school system put under the control of the State, and have inspectors of high schools, supervisors of high schools go out and find out—and why not? The State pays the machinery to develop the high school, and the final result is at present the standard of the Johns Hopkins. We need some one who will be the Board of Regents of the State of Maryland under the new University system that will require that certain things be done, if they have to re-examine and re-examine. The father and uncle is right. They should go from the high school to the University. The University must say what shall be done in the high school, and see

that the work is done in the high school, and until that time comes about, the uncle and the father will have to have their children re-examined. There should be a closer link between the higher instruction and the high school. The greatest fault it seems to me is the use of teachers in the wrong place—the stealing of the time from the grammar schools and the stealing of the time from the high schools.

MISS PFEIFFER: I am sure we are all very much interested in what we have heard. Is there any further discussion?

MR. J. HERBERT OWENS, of Havre de Grace, Md.: To what extent does the University admit the students from the high schools—or rather, what is the relation between the high school and the University?

DR. BUCHNER: It requires certain specifications, more than actual reference to the progress of the high school student during his high school subjects. I cannot speak officially in this matter, but I would like to pledge my own individual word that the University would be only too happy to accept certain certifications from any high school if the certifications are true. I can assure all the members of this department, and all high schools who are not members, that just as soon as an individual high school shows by the achievement of one, two, three or four students whom they have trained that their work is of such a high standard, the University will be glad to accept future certificates from that high school so long as work of the representatives of that high school continue to merit such acceptance. I believe that farther than that no one could expect the University to go. Less than that the University could not hope to ask of any high school. We do have a uniform course of study, a course of study that has been lately modified in several excellent ways, and as has been said over and over again in the public press, and in the publications of the University, the high schools that are carrying out the course of study are doing more work with their pupils than is required for admission to either the academic or the engineering department. If that is true, what are we doing with our work after the high school course of study as adopted by the State Board of Education is thoroughly in accord with the entrance requirements of the University, there is no special lack, but what is the quality of the instruction that is going on in our high schools, and how long will that instruction stick in the minds of your high school students? Now, of course, we have to recognize that every high school has certain problems in itself which must be solved for its community. Therefore, that high school would be graduating many of its students who would not be able to meet the requirements for entrance on higher education, and yet would be able to meet the requirements of that community—they may not be identical. There are a great many graduates from the high schools going into life who would not be going on to higher education. And the University, of course, is anxious for the high school to help communities solve their life problems just as much as having the high schools solve them. They are not inconsistent at all.

There will be a State-wide group of high schools whose certificates will be accepted just as soon as the quality and character of the instruction in the high schools has shown by the inevitable results of representatives from the high school warrant it. That will be *prima facie* evidence that your high school pupils will have the essential knowledge, and the scholarly ability that will conform to the necessary requirements, and for that reason certification on the basis of what the State Board adopts as the course of study would not be very consistent, although it might be very desirable. So, I repeat again every high school that is zealous for the privileges of certification—I have no brief for the certification—no brief for the examination system—I think in a democratic country, they should be put forth on their merits. That is what “democracy” means, particularly in education. The only standards which the University has is not *its* standard at all, but simply the standard of democratic scholarship. Everyone who knows and can give reasonable evidence that he has that knowledge rests upon the only true basis for recognition, and I believe that is not only democracy in education, but I believe it is ethical. There is such a thing as becoming immoral on the subject. (I can cite cases in Maryland in this particular group of individuals, where a high school principal in the course of time reversed his certification of a student. That is not desirable. It is a difficult situation when you have a reversal of certification. It becomes very serious.) In dealing with financial affairs, the debits and credits—we know pretty well what goes out and what comes in. We can find the total, for the dollar is a dollar both at the top and at the bottom. The only difference is that the total is either his or yours or mine—but it is still the dollar. When it comes to the knowledge of the English language which a boy or girl ought to have after they have had four years of high school in addition to the elementary schools—when it comes to a knowledge which they have at their command at any given time of a modern foreign language, or of history, that is a totally different matter. He has simply gone through the high school, but the instructions has gone through the individual.

And the University would not be true to its standards, not simply because it is the Johns Hopkins University, but simply because it wants to recognize the rights of the individual who knows as over against the rights of the individual who does not know. That is what we all want. Do we go far enough in securing genuine results?

Let me repeat what I said at first—there are county high schools in Maryland which are preparing applicants adequately to meet the entrance requirements without conditions. There are high schools in Maryland, in the city of Baltimore, whose graduates have to be dropped at the end of one year, or two years, for failure of scholarship. I think the situation is encouraging from the standpoint of the State, and that is the standpoint the University has to take. There is a great deal that is discouraging, but it is not a hopeless situation. It is not a problem which cannot be solved.

One of the tragic things in our Maryland system of education is the half-hearted way in which many of our people are trying to do your work in your high schools—the men and the women around you do not understand your work, do not believe in it. They do not seem to care for it. They are unwilling to give you enough money to equip your schools, to make the schools what they should be to be high schools for the community. Now, you would not want a high school certified by the University where the people do not care for the high school. The University would not like to take cases of that sort. If it is going to stand on the basis of merit for actual achievement, or actual knowledge. On the other hand, I think there is a great deal to be said. When you balance up your debit and credit you know which way it leans. It is pretty hard to tell which way the thing is leading in the case of the attitude of the high school. Now, happily, we are getting along far enough. They are not coming up at the last minute and saying “I am a graduate of this high school, which is the best in the State of Maryland, and I seek for admission under the law of the State of Maryland, who says you must accept my diploma for admission.” There have been a few cases of that sort and the University has been generous enough to give them the benefit of the doubt, but I am sorry, because the high school is a human problem. When a boy has been dropped because of failure in scholarship he goes back home. He does not stay at the University, and when he goes back home he creates a situation which it will take years to overcome. The father and the mother and the friends and relatives of that boy will be in an emotional state, which it will be almost impossible to control from the standpoint of the high school. They come there and interview the officials. Since that father and uncle came, no one has come to see me. After records have been looked into and examinations made, the boy starts home and stays there. And the principal of the high school stays home, and the teacher stays home. It is a local community problem, and it is going to take a long time to undo that situation. I had far rather have ten failures on examination than to have two admissions under that law of 1910 who would go home. Why? Because if you would write to the University, and find out the facts of the case of the failures—whether it was English or Algebra, or what not, then you would have some basis for improving the future instruction in those particulars.

I hope every high school principal in Maryland will take advantage of the facts on record and use those facts to the best advantage in improving the organization of your high school work. Those facts are yours. I hope you will do it. Every member of the University will be only too happy when you do. So if you have ten failures on examination, that does not mean that your high school is not the best in Maryland. It means that you have done work with that particular boy, or that particular problem of having a boy for four years, and getting him ready at the end of those four years to know what he really does know.

DR. DEVEREUX: I would like to ask one question. You say you take a certificate from some schools?

DR. BUCHNER: Certain schools.

DR. DEVEREUX: Who certified? The principal of the high school?

DR. BUCHNER: Not only the principal, but the instructors.

DR. DEVEREUX: Well, then from certain principals of certain high schools in certain cases they can be certified. Is that the case?

DR. BUCHNER: Where the record of achievement leaves no doubt, leaves no question as to the efficiency of the instruction in that school.

DR. DEVEREUX: They have certain instruction that go in with that examination?

DR. BUCHNER: No.

DR. DEVEREUX: I only want to get that right. Under what circumstances do they accept these certificates? How about the scholarship of the instructor?

DR. BUCHNER: So far as I know, the University has never examined any high school instructor. Certain schools have established achievements through their representatives.

DR. DEVEREUX: I would like to listen to those schools.

DR. BUCHNER: I don't know the schools myself.

MR. CYRUS FLOOK, Frederick, Md.: I would like to know how many teachers should there be in a high school to carry out the course with an average of two hundred pupils, in your judgment?

DR. BUCHNER: I can't answer that offhand.

MR. FLOOK: That problem comes up. How many teachers the School Board should put it. We have it both in the first and second group schools.

DR. BUCHNER: It would be pretty hard to answer offhand. There are a great many factors. As a mere guess, I would say eight to ten teachers.

MR. FLOOK: In the second group, where you would have one hundred students, how many should there be—just the average amount?

DR. DEVEREUX: That is thirty-five.

DR. BUCHNER: As many in the second group as in the first group?

MR. FLOOK: Can two teachers handle that amount?

DR. BUCHNER: No, I should say not.

MR. FLOOK: I would like to know how many they generally do have. Is it wise for a School Board to endeavor to conduct a second group school with only two teachers, with an average of about thirty-five?

DR. BUCHNER: That is a question I would have to give to the State Department.

DR. DEVEREUX: He is too much of a diplomat to answer that.

MR. FLOOK: I would like to have the information.

MR. OWEN: Whereas the State law provides for a three-year course, most of them are giving four years, with the number of teachers that are necessary for the three-year course.

DR. BUCHNER: Some of you may recall the study I presented a year ago. Some of our teachers in the high schools were carrying as many as fifty-two recitations a week. You might as well feed the straw that comes out at the stack to the threshing machine as get real results from a high school teacher under those conditions.

MR. FLOOK: I would like an answer to my question.

DR. BUCHNER: If I had to deal with the problem of administering the county high schools, I would say that where you have the high school you must have as many teachers as you have years of high school work that you are endeavoring to get in if you are satisfied with only three teachers, all right, but if you want four years high school work, you should have at least four teachers giving their whole time. What is legal is not always the essential.

MR. FLOOK: What is legal is right, is it not?

DR. BUCHNER: No, not always. I mean no reflection upon the law.

MR. FLOOK: Then, if there is more work than two teachers ought to do, you either have to cut down the work, or cut out the school, if it is not doing the work.

DR. BUCHNER: The State Department wants to help every community that is trying to have a good high school. What county in Maryland is so near-sighted as to fail to realize that from one to five more high school pupils could bring \$1,400 cash for every high school it has in the second group. I have seen one or two counties in Maryland so sluggish that they do not seem to realize that a few boys and girls actually net the county \$1,400 a year in cash.

MR. FLOOK: I know the money should be forthcoming, but the School Board won't always get the money. If they refuse to give you the money, and yet you have the institution, what is the best thing to do?

DR. BUCHNER: A great many things to do in different places. I know of one State Superintendent that went around among the people and simply informed them of the condition of affairs, and the men got down in their pockets, and although they paid their taxes, they paid the extra. There are lots of things that can be done if you are serious and work on a difficult problem like that if you really want good results. For as many years' work as you want, you should have that many teachers. For three years' course, you should have three teachers, and for four years' course, four teachers.

MR. S. S. HANDY, Easton, Md.: I think it is a great thing for us to know that our county high schools show up so well. We only have eleven years, while the city schools have twelve years. If we have done the same thing in eleven years that they have required in twelve, I think it ought to be an encouragement to all of us county high schools to go on with the work, and see if we cannot measure up. I do not feel that at the present time we should insist on the certification being accepted. We want to feel worthy. Unless we deserve that credit, I think we should not have it. It is a good thing to have these things

come up. If we send students to other schools, to Harvard or elsewhere, and they make good, we are recognized. We don't want to be recognized unless we make good. We should measure up to the standards of the University. We should say "Yes, we are right with you. We are going to stand for these high standards, and let our people make good." I believe that the University will give us the credit when we deserve it.

I think also in reference to the college examinations, that is another point to be considered when we graduate our pupils. What is going to be done with those who do not go to college? We have to prepare them sometimes for things which are not required in college. The best preparation for college is not always the best for life. I remember reading a report of the old Committee of Ten on whether or not the best preparation for life was the best preparation for college—that was nearly fifteen years ago. There is a broader field in the high school. The pupils may never go to college. I don't know but that perhaps in the future it will be so that the high schools will begin to dictate to the college, just as the college today dictates to the high schools.

The point that I want to make is that we all ought to feel encouraged in our work which our county high schools are doing. We have been surveyed all the time. Dr. Buchner has been surveying us all the time. I believe that when the thing is done, it will be as Dr. Stephens says—the State of Maryland will be one of the best States of the Union so far as education goes. I heard that statement made at the Columbia University by a man familiar with the laws all over the States. It puts the burden on the surveyor. If you don't measure up to the law, it is the surveyor's fault, and not the system. That is the way it seemed to me it should be expressed.

DR. J. W. CAIN, of Washington College: As to what the high school should teach carries us back over my experience of twenty-five years. It used to be that the high school that did not fit boys for college was not a high school. An evolution of feeling generally said "The colleges be hanged. We will teach a proper course of study for boys and girls in the high school." The pendulum swung around—the boy could go into college if he could, and if not he stays out. That later notion has preference rather than the older notion—namely, that the high school work should be laid out and as a course of study complete in itself, and the colleges must adapt their requirements to the course of study. I can perhaps throw a little light on that. We within the last year revised the entrance requirements to Washington College. I made a very considerable study of the conditions for entrance into most of the colleges, and furthermore, I have kept advised through the articles in the weekly paper, in the college where I graduated—the Yale Alumni Weekly. There are practically only two or three colleges in the East—Johns Hopkins, Yale and Princeton, which have not virtually made way to the high school, but to the certification plan. Pressure has been put upon Yale to give way on this point. The Yale Alumni in the West are say-

ing to the University, "You have got to recognize the work done in the high schools, and furthermore you have got to come as Harvard and the larger universities in the West have come to the certification plan." We must distinguish between the admission to the technical schools—the engineering department, and the schools of medicine—must distinguish between admission to those institutions, and admission to the college proper. Practically all of the universities and colleges have had to yield to this pressure, to recognize the work done in the high schools. Taking Harvard as a type, you can offer blacksmithing there—if you are a woman, you can offer domestic science. You can offer practically any course that is done in the high schools for admission to the Harvard University.

I have been examining boys for admission to college for over twenty-five years. I used to feel that the examination was the only proper method, but I suppose that is because that was the system in which I was brought up. We need not enter into that discussion, but as I understand it, the trend of thought all over the country is for the certification plan, not because it is better, but because it causes better relation between the university and the high school. But as far as the relation of the colleges in the State, it seems to me that the certification plan is the only intelligent one, and the only proper one, because it recognizes a unit. You might as well—if we are to have any scheme of education co-ordinate and correlated throughout this State, referred to by the State Superintendent last night, when he spoke of the university on paper—if that is to mean anything at all, it will mean a co-relation of an educational institution all along the line.

It seems to me if you insist upon an entrance examination into the university, you might just as well allow the teacher in the eighth grade, for example, to say that the pupils coming up from the seventh should take an examination. What school teacher would stand for anything like that. Why, if Washington College is a part of the State scheme of education, why should we not accept the work of the high school? We will say, "Show us, and we will let you go right along. If you fail, of course, that shows that the high school work has been badly done." We want to relate ourselves intelligently to the high school. We have come to this plan—we will accept the certificate from any school in the State of Maryland whose officers certify to us that the work is being done in accordance with the rules laid down by the State Department, that that work is being done in that school. That goes with us for certification. Supplementing that, I shall have the most careful records kept, such as Dr. Buchner has preserved for admission to the University, and if those students turn out badly, we will notify the State authorities from which that pupil comes. We will say, "It is up to you. We will take it for granted in the beginning that you are doing your work properly. We will start you properly in our college, and if you fail it will not be our fault." We will give evidence of our

confidence in you. We expect you to send these boys up prepared to do their work properly. That is from our standpoint.

Now, what ought the high schools to teach? That is for the State or the local authorities to decide—to lay down a curriculum. That curriculum should be carefully considered so as to fit the pupil for the colleges. They should adjust their entrance requirements so that the boy can attempt them. So far as the colleges are concerned, if we accept the certificate, it eliminates all these discussions as to whether the high schools are fitting them for life or for college. But we find that either through ignorance, or through indifference or for any other reason the local authorities certify when they should not have certified. When we find that, we will make it known to them. If the colleges and universities in the State would do that, it would help—would give the high schools at regular times some standard by which they could gauge their work, and see if they were doing the work efficiently, and getting good results.

DR. BUCHNER: I was in a store a few days ago, and I read this notice: "We require a deposit on all purchases made by persons whom we don't know, and cash in advance from some that we do know."

MISS PREIFFER: If there is no further discussion, President Phillips wish all of you to meet in front of the Atlantic on the pier and have our photographs taken—meet at twelve o'clock.

Ocean City, Md., Wednesday, July 1, 1914.

THE NEW COURSE OF STUDY AND HOW IT WORKS.

BY J. HERBERT OWENS,

Havre de Grace.

In any discussion of the new course of study, the fact should be kept in mind that this course was designed to meet the needs of a modern high school—one manned by capable teachers, and affording proper facilities for work in the way of an ample library and good laboratories.

In its practical application, the course of study has been used under conditions, not all of which have been ideal. Many of the State high schools have been established for some time and are well equipped and well conducted. But others of them have been organized only recently, and have inadequate equipment. In some cases the high school teachers are without any previous experience in teaching. Not infrequently they are teachers who have been promoted from the grammar grades and have no great knowledge of high school problems and methods.

When proper allowance is made for these more or less unavoidable conditions in applying the new course of study, it seems, in general, to have worked very satisfactorily. Perhaps it has been more difficult to conduct properly the course in first year science than any other of the courses.

Most teachers of science have additional subjects to teach. Some of them have had no especial preparation for teaching science. Not a few have been hampered through lack of proper material for laboratory work, and through lack of proper text books for a good course in general science. As a result many of our science teachers have been subjected to anxiety and vexation in trying to provide for the class in first year science enough work to keep the class busy for one-fourth of a year, as required by the State course of study. And it is to be feared that at least in some schools the pupils in first year science wasted not a little time and energy. Practically the same difficulties have been faced in handling second year science as those noted for first year science.

The elective feature of the new course of study has not as yet produced any great results. The power of election lies chiefly with the superintendent and the principal. Owing to lack of teachers necessary to introduce new courses, few of our high schools have been able to offer much choice in the way of elective subjects. If the school authorities would permit the third and fourth year classes in such subjects as foreign languages, history, science, to be combined into a single class, and their courses given on alternate years, the time of the teaching force thus saved could be utilized in providing additional elective courses.

It would be a desirable thing if students of the commercial branches could be allowed more opportunity of choosing from the academic subjects. Parents of some of these students are asking that their children be allowed to substitute some cultural subject for a part of the work now required in the commercial course. Then, too, there are students in the academic courses who would be glad to elect typewriting, or some other commercial subject with the knowledge that the training thus secured would be practically useful in later business or professional life. Yet our course of study at least seems to exclude such choice of subjects as has just been suggested.

(The minutes of this Department give the program following Mr. Owens' address.)

MINUTES OF THE JANUARY, 1914, MEETING OF THE MARYLAND HIGH SCHOOL TEACHERS' ASSOCIATION.

Baltimore, Md., January 16-17, 1914.

The mid-year session of the Maryland High School Teachers' Association was held in the Eastern High School, Broadway and North avenue, Baltimore, January 16-17, with the President, Mr. Olin R. Rice, presiding.

FRIDAY, 2.30 P. M.

The first meeting of the session was opened with the reading of the minutes of the meeting held during March, 1912, in Baltimore, and the one in June, 1913, in Annapolis. They were approved as read.

The President then welcomed the members of the Association and Mr. Charles H. Kolb, of Westminster, responded in behalf of the members.

Mr. Hugh W. Caldwell presented the subject of "High School Legislation from the Principal's Point of View." His report dealt largely with the proposed plan for increase in salaries of teachers, which is to be brought before the Legislature.

Mr. Kolb, in the absence of Mr. J. B. Noble, chairman, read the report of the Committee on Minimum Equipment for High School Teachers. The Committee's report was as follows:

REPORT OF COMMITTEE ON MINIMUM REQUIREMENTS FOR HIGH SCHOOL TEACHERS.

The High School Act of 1910 places the high schools of Maryland, to a large extent, under the control of the State Board of Education and provides for an appropriation from the State Treasury for each accredited high school, to be used solely for the purpose of paying in part the salaries of the teachers thereof. The Act also prescribes a minimum salary for principal and assistant teachers in accredited high schools. This being the case, and in view of the fact that that it is the purpose of this Association to recommend legislation raising the present minimum requirements as to salaries, it is the opinion of your committee that the Association at this time should also recommend legislative action laying down minimum requirements as to scholarship and professional training of all persons who shall hereafter be employed as teachers in high schools, the enforcement of said requirements to be placed in the hands of the State Board of Education.

Your committee therefore advises that a bill be drafted and presented to the consideration of the Legislature, embodying the following points:

First. That no person shall be appointed to a position as teacher in an accredited high school whose qualifications have not been passed upon by the State Board of Education.

Second. That the State Board of Education shall require of all candidates for the position of teacher in an accredited high school the possession of a diploma or certificate of graduation from a normal school, college, technical school, or university of recognized standing, provided, however, that the Board may, in its discretion, accept in lieu of the above requirement, such other evidence of scholarship, pedagogical experience and training, travel or culture as it may deem satisfactory; and provided further, that candidates for the position of commercial teacher shall not be subject to the above requirement, but shall be required to hold a diploma or certificate of graduation from a business college of recognized standing.

Third. That the Board may, if it consider it advisable, require any candidate to pass an examination on the subject or subjects he or she expects to teach.

Fourth. That every candidate shall be required to furnish evidence of professional or pedagogical training equivalent to a five weeks' course in pedagogy in a summer school of good standing.

Respectfully submitted,

JAMES B. NOBLE, Chairman,
E. E. PIPPIN,
EDITH L. FORD,
CHARLES H. KOLB,
W. NEAL GRUBB,

Dr. M. Bates Stephens then spoke on the subject "Legislation from the Superintendent's Point of View." Dr. Stephens reported that Maryland has made rapid strides recently in regard to the number and efficiency of her high schools.

Mr. Caldwell next read the proposed changes in law in regard to the salaries of principals and assistants in the high schools. An interesting discussion of these changes followed.

The meeting was then adjourned until 8.15 P. M.

A. NAOMI CROWL,
Secretary.

FRIDAY, 8.15 P. M.

The speakers for the evening were introduced by Mr. Rice. They were Prof. Frank A. Manny, of the Teachers' Training School of Baltimore, and Dr. Edward F. Buchner, of the Johns Hopkins University.

Prof. Manny spoke on "The High School Curriculum as a Social Growth." Dr. Buchner followed with the subject "An Improvement in Study and Instruction." He made a plea for more real instruction during school hours and less home work for the child.

Mr. Taylor Scott delightfully entertained the audience several times with attractive vocal solos.

Refreshments were served and a social hour followed.

A. NAOMI CROWL,
Secretary.

SATURDAY, 9 A. M.

The last meeting was called to order by the President.

The audience was small but appreciative. The speaker for this session was Dr. Wm. W. Guth, President of Goucher College, who gave an address on "The Personality of the Teacher." Dr. Guth said in part

that contrary to the beliefs of psychologists, he thought that personality could be developed. Three factors that aid in this development are:

First. The looking upon things whether animate or inanimate with a broad point of view.

Second. The ability to lift one's self above his immediate environments.

Third. The looking upon the boy and the girl, not as one of a mass, but as an individual with an immortal soul.

Following this inspiring address came the business meeting.

The first subject introduced was College Day in the High School, by Miss Laura Cairnes, of the Western High School, Baltimore. Miss Cairnes explained that the object of this plan was to present to the pupil the work of the college, and the desirability of attending college. Further details as to the presentation of this subject may be obtained from Mrs. Walter Knipp, Athol avenue, Station D, Baltimore.

Mr. Krug told of the proposed plan to petition the Legislature for twelve scholarships to Goucher College, six of which would be awarded to graduates of first grade high schools in the counties, and the other six to graduates of the high schools in Baltimore.

Mr. Wilcox, of the Normal School, reported the organization of a Maryland Council of English Teachers. This Council is a branch of the National Council, and is open for membership to all the teachers who are interested in the subject of English. Its line of work will be the study of conditions of teaching English in Maryland.

Mr. Caldwell extended an invitation from the Executive Committee of the State Teachers' Association, asking the High School Teachers' Association to become affiliated with them and be known as the Department of Secondary Education. It was moved and seconded that the invitation be accepted. A heated discussion followed and the motion was withdrawn. A motion was made and seconded that a committee be appointed by the Chair to draw up resolutions upon this matter and present them to the Association at its June meeting. This motion was carried. Mr. Ernest E. Race, of Baltimore; Mr. Amon Burgee, of Frederick, and Mr. Charles H. Kolb, of Westminster, were appointed to serve as this committee.

Mr. Kolb, of the Legislative Committee, reported in favor of urging the passage of the bill for change in salaries before the Legislature. He asked for permission to change some of the phraseology, and that the expenses incurred in bringing the bill before the Legislature be paid by the Association. It was moved, seconded and carried that the report be accepted. It was moved, seconded and carried that the Legislative Committee, consisting of Messrs. S. S. Handy, Hugh W. Caldwell, Charles H. Kolb, Arthur F. Smith and J. B. Noble, Chairman, be increased to nine, and that they be instructed to use all honorable means to bring about the passage of said bill. It was suggested that each member of the Association use whatever influence he may have with any

member of the Legislature. The following were added to the Committee: Messrs. Myers, Burgee and Burroughs, and Miss Linthicum.

It was moved, seconded and carried that a vote of thanks be extended to the speakers, to the school authorities, and all others who had aided in making the gathering interesting and successful.

It was moved, seconded and carried that a committee of two be appointed to draw up resolutions upon the death of Prof. Charles F. Raddatz. Mr. Joseph Blair and Mr. Charles H. Kolb were appointed as this committee.

It was moved, seconded and carried that the Secretary and Treasurer be authorized to pay the bills incurred by the Association in its gathering.

The election of officers resulted as follows:

President, Mr. Charles H. Kolb, Westminster.

Vice-President, Miss Margaret A. Pfeiffer, Ellicott City.

Secretary-Treasurer, Mr. N. Price Turner, Salisbury.

As there was no further business the meeting was adjourned.

A. NAOMI CROWL,

Secretary.

THE MARYLAND COUNCIL OF TEACHERS OF ENGLISH.

Ocean City, Md., July 1, 1914.

The first regular annual meeting of the Maryland Council of Teachers of English was called to order at 2.30 P. M. by President W. H. Wilcox. The minutes of the two previous meetings were read and approved, (1) the meeting of organization held at Annapolis June 26, 1913; (2) a special meeting called November 21, 1913, in Baltimore, to hear an address by Prof. James F. Hosie, of Chicago, Editor of *English Journal*, and Secretary of the National Council of Teachers of English, on the topic, "The Reorganization of the English Course." The roll of the Council, numbering fifty members, was called. The President made several announcements regarding the activity of the National Council, and the value of the reports made after years of detailed study, (1) on the labor and cost of composition teaching; (2) on home-reading; (3) on uniform grammatical nomenclature; (4) on articulation between the elementary and secondary schools. Mr. Edward Reisler, Polytechnic Institute, spoke briefly of the paramount value of the National Council in the teaching of English throughout the nation, and the possible usefulness of the Maryland branch.

The regular program for the meeting was then begun. The general topic was "Standard of English in the Elementary Grades in Maryland." Professor Wilcox distributed for inspection a large set of composition papers from twelve counties, written by seventh-grade pupils. Having made a study of these papers, he declares that little or no time was being given in the rural schools to the systematic teaching of composi-

tion. He spoke of the lack of suitable paper, ink, etc., for neat and careful writing, and of a seeming lack of motivation in the assignment of topics. He suggested an improvement in the composition work of the teachers themselves by personal criticism, through correspondence, of the English faculty of the State Normal School.

Supt. E. M. Noble, Caroline County, gave full approval to the remarks of the previous speaker, and suggested that supervisors, in their visits to classrooms, give more time to the examination of written work for promotion.

Supt. J. L. Smyth, Kent County, said he thought it possible for each county to secure paper of uniform size and quality; to which Supt. J. E. Edwards, Allegany County, added that teachers of his county were now buying their paper, and retailing it to pupils slightly lower than cost, and that notwithstanding the time and money expended, they were highly pleased with the results. He explained the special assistance given in English to those preparing for examination for teachers' certificates. He spoke of the enthusiasm aroused in his rural schools in agricultural experiments, in the construction of window-boxes and birdhouses, and of the vitality of such topics for composition teaching.

"Desirable Requirements from the High School Point of View," were presented in a brief talk by Dr. Andrew H. Krug, Baltimore City College. He said that the grammar grades in the city schools had formerly attempted too much, but within the last five years there had been a gratifying improvement in the mechanics of writing. He spoke of a common failing—that "many secondary teachers are not quite willing to accept the responsibility of taking children where they are and guiding them to the point where they ought to be, regardless of individual characteristics." He named as essential requirements in pupils coming to the high school: (1) ability to read simple material aloud to a class with distinctness and appreciation, an ability which must be gained by improved work in enunciation; (2) legible penmanship; (3) accuracy in the spelling of words in the pupils' own vocabulary; (4) ability to recognize phrase, clause, sentences, and simple parts of speech; (5) tendency to unify material in thought and expression; (6) tendency to review work and correct errors by consulting reference books.

Miss Clara Estelle Rose, Centreville High School, presented a paper dealing with the improvement of English teaching through co-operation of other departments of the school. She referred to the difficulty of overcoming the bad speech-habits of street English; she also made a plea for arousing enthusiasm in self-expression, without the repression induced by too close observance of small errors. She commended the increasing study of oral English for its value in written composition; and closed with an appeal to make English a more perfect medium through which every subject in the curriculum might help to elevate the ideals, and give assurance and strength to the student.

Miss Nellie E. Walters, of the Chestertown High School, read a very full paper on "Business English." She showed that commerce requires living English, and that grammar and word-study are still important topics for the teacher of business English, which differs from academic or literary English only in content—it is practical rather than artistic. She emphasized the value of correct oral expression in business. For practical classroom helps she suggested the practice of having a different pupils act each week as secretary of the English recitations, and the study of the careers of successful public men. She gave an outline of the many practical hints contained in Bublign's "Business English" (D. C. Heath).

Mr. Reisler spoke on the necessity of securing more time for consultation with pupils in correction of their errors. Supt. Byron J. Grimes, Queen Anne's County, expressed his hearty sympathy with the aim and work of our Council.

The annual election of officers resulted as follows:

President, Willis H. Wilcox, Maryland State Normal School.

Vice-President, Arthur F. Smith, Lonaconing High School.

Secretary, Andrew H. Krug, Baltimore City College.

At this point an amendment to the Constitution, combining the offices of Secretary and Treasurer was proposed and adopted.

The Secretary read an informal report of the finances. The President then proposed for study during the coming year the amount of composition and grammar work to be accomplished in grades below the high school. The meeting adjourned at 4.45 P. M.

ANDREW H. KRUG,

Secretary.

Department of Rural Education

FREDERICK SASSCER, Upper Marlboro, Chairman.

THOMAS W. TROXELL, Gaithersburg, Secretary.

Ocean City, Md., June 30, 1914.

The meeting was called to order by the Chairman, Supt. Sasscer, at 9.30 A. M.

Dr. H. J. Patterson, of the Maryland Agricultural College, was represented by Prof. Metzger, who presented an excellent paper on

HOW THE RURAL SCHOOL CAN BEST FULFILL ITS MISSION.

During the earlier periods of our country, when a community was composed of a comparatively small group of families, practically all of the education of the younger generations was secured, unconsciously, through their intimate contact with the industries of the home and the locality.

There was no school in the sense of the word in which we use it now. The literary training of the child was received through the telling of legends by one generation to the next. The son learned the trade or occupation of the father, the daughter was taught by the mother how to perform the simple duties of the home. The recreation and games which marked the spare moments and time of leisure from work were shared in by the entire family. The meeting place served the double purpose of receiving religious instruction and for the dissemination of the community news or an occasional glimpse into the outside world. Under this system every phase of the child's education was practical because it was based upon the very life of the community. The same reasons that made the child's education practical, made it moral and thorough also. No one could consider himself educated and equipped for life until the active world about him had passed judgment upon his qualifications.

As the community became a more complex unit through the uniting of the isolated groups, when the fireside industries were transferred to the modern factory with its highly developed system of division of labor, and the small fields among the giant trees were expanded into farms having scores of acres, the home could no longer furnish a universal training for the youth, and the school was created to assist the home in this essential feature of preparation for life.

The school then is a social invention, and like any other creature of society, it must be moulded and recast as often as the social and economic conditions of society require a change.

Our present social and economic conditions demand that our rural children be given a thorough training in the things which make for vocational as well as intellectual efficiency. It is my purpose here to call your attention to only some of the factors which must be considered in order that our rural school may be made to best fulfill its mission. Among these factors are: First, the school must train the whole child, *i. e.*, he must be given a universal education. Second, the teaching must be in terms of the child life. Third, we must motivize all school work, since it is only through doing something worth while that the student receives strength and development. Fourth, the rural school must develop in the child an interest in and an appreciation of the common things about him.

When we teach our rural children to think in terms of action, and realize more fully that education is that training which fits them for the duties of life, then our school will be turning out better citizens morally, intellectually and economically.

In order that we may best fulfill these conditions and thus raise the standard of intelligence and efficiency of the masses, we must enlarge the educational facilities of the rural districts. We must extend the opportunities of the high school to every rural boy and girl. However, the high school work which must be provided for these people will not be wholly fashioned after the city high school, neither will it be absolutely different to what our experience has taught us to be the desirable methods of procedure.

I will take time to discuss this morning only one phase of this training of the child—the child that comes to the rural school, and that is the teaching of secondary agriculture in the rural high school.

Probably, the most striking evidence of the increasing interest in secondary agricultural education in this State as well as in other States, is the large number of schools that have provided for these courses during the last few years. There are at present twenty of these schools in Maryland. They accommodate the students of twelve out of the twenty-three counties, while one of them is open to any one who may seek admission.

Three types of secondary agricultural schools exist in Maryland. First, the school of agriculture conducted in connection with the Maryland College of Agriculture. This is commonly known as the Two-Years Course in Agriculture and Horticulture; referring thereby to the special lines of work offered to these students. The second type of school is the agricultural high school, of which there are several in the State. These schools differ from the regular high school in that the industrial work is their chief characteristic. The third type, and the form of school most commonly organized during the past few years, is the agricultural department as added to the existing high school.

The addition of an agricultural department to the already existing high school has become a favorite plan, largely on account of the economy rendered thereby in buildings, teaching force, administration, and in affording a central location for the school. In this type of school the pupils are not segregated as they are in the purely agricultural school and it is argued that such pupils receive a larger aspect of life through the associations and opportunity for observation. The arrangement requires the boys and girls of our rural districts to go to the nearby town for their high school training. This is not an argument against such an adjustment as some contend, but is in accord with present day views regarding the centralization of schools. Modern transportation facilities and improved roads have eliminated the old time boundaries between town and country. In fact both realize their dependence one upon the other and are now working for their mutual interests.

The village then would seem to be the logical place for the agricultural high school. It is the center of a large rural population and is usually equipped with a suitable building for the new work. The small town or village does not possess the cheap theatre or other distracting allurements which are so commonly found in the larger towns. It is easier to inculcate the high ideals and possibilities of country life in a rural high school than it is in the city schools. It solves the problem of adequate school facilities for both the village and the surrounding country, by maintaining one well equipped, centrally located school instead of providing several isolated, unimproved educational centers.

Our State recognizes its obligations to all forms of public education by making annual appropriations for their support. The present laws provide for a special appropriation to schools that maintain courses in two of the vocational subjects—Agriculture, Manual Training and Domestic Science. Any high school of the State is entitled to the sum of four hundred dollars, annually, on account of the instructor of special subjects to be designated by the county school board (School Code and By-Laws of the Maryland State Board of Education). School officials of all parts of the State should take advantage of this provision of the Maryland School Laws. They should see to it that the special courses are closely related to the chief local industries. It is folly for school officers of a rural district to organize Commercial Courses and thus encourage their best young people to seek employment in the city instead of inspiring them with the opportunities offered by the development of the home industries.

With the advent of the agricultural high school came the demand for teachers for this new type of school work. Inasmuch as the secondary schools were formed in nearly all of the States the demand became general, and on account of the deficiency in the supply of trained teachers many positions are filled by teachers who possess only a partial preparation for the work. The agricultural colleges are responding to the new demand by forming departments of instruction for the preparation of

teachers, but there must of necessity be some time before a sufficient supply of trained teachers of secondary agriculture will be available.

The present teachers of secondary agriculture in Maryland as well as other States present a rather varied degree of preparation for the work. The teacher with merely a general science training is likely to be deficient in the practical application of scientific agriculture and make serious mistakes as an agricultural adviser in a community. The teacher who has had a Liberal Arts training and whose only preparation for the work is previous farm experience is usually deficient in both the science and the reasons for farm practices. A common notion among school officials is that the teacher must be a specialist in some particular phase of agriculture. The highly specialized agricultural man is inclined to be too technical in his instruction or to over emphasize his specialty. It is therefore desirable to secure a teacher who has had a general agricultural education, re-enforced by a thorough training in the closely allied sciences, languages and in Pedagogy and the art of teaching. Such a teacher will lay a broad foundation for the pupils of the high school rather than have them specialize at such an early age, and furthermore he will not make the subject subservient to the general sciences. He will in due time become sufficiently strengthened in the local agricultural industries to be of special service to the community. In addition to his collegiate training it is highly desirable that he has had farm experience.

One of the great problems, at present, is the retaining of an efficient teacher for any great length of time. This is due to the great demand for these men in other agricultural pursuits and the limited supply of trained teachers. The problem may be reduced to a minimum by the employment of home teachers, the adjustment of salaries and by increasing the length of the term of service. The agricultural teacher should be employed for the entire year in order that he may render the greatest possible service to the community. By employing him for a longer term his position will be on an equal footing with other agricultural callings, thus reducing the possibility of losing his services when he has become a valuable adjunct to the high school and community.

The courses of study in agriculture in the high school may assume one of several purposes. If the school in its courses aims to thoroughly ground the student in the scientific principles in the art and the business of agriculture, it is giving its students a vocational training. These students must deal directly with crops either on school land or as home projects under the supervision of the agricultural teachers. On the other hand, if the agricultural courses are used simply to supplement the related sciences already a part of the curriculum, they lend little to his training for conducting farm operations in the future, and should be considered as merely cultural subjects. Again it may be good policy for any school to foster school or home gardens, and to teach enough of agriculture to meet the needs of the child in the management of

such a project. Such a course will not only meet the present needs of the child but will usually result in better training for a future avocation. Each of these purposes is worthy when exercised in the proper sphere but school officials must be careful that there be no misconception of the purpose of the agricultural work in the school.

Any prescribed course of study in agriculture should contain the fundamentals of the subject and allow sufficient latitude to the various divisions to admit its adaptation to local needs. The four-year course in agriculture as outlined by the State Department of Public Education offers ample latitude to meet the local needs of any agricultural high school in Maryland.

The two-year course in agriculture is of necessity an abbreviated form of the four-year course, and in general it must be less technical.

At the present time the State Department of Public Education does not recommend a one-year course of study in agriculture. It seems, however, that the students of the academie or college-preparatory course might pursue very profitably the study of elementary agriculture in connection with their general science work. Such a course would be the means of giving them the "correct ideas of environmental material; to get a wide, intelligent, and sympathetic acquaintance with the more evident things of nature and man's relation to them."*

*Hummel's "Materials and Methods in High School Agriculture."

There is a tendency for a large number of boys and girls to discontinue school after completing the seventh grade work. Many of these people could be enrolled in the local high school for a period of three months during the winter, and thus be given an opportunity for a vocational education that would greatly augment their meager preparation for life. Experience with high school short courses shows that these people after they have been out of school for a time are eager to return for the additional school work, and in many instances they are finally enrolled for the full high school course. If the school facilities will not permit this being carried on in connection with the regular work, it may be conducted as an evening extension school.

(Year Book Department of Public Education, Maryland, 1913-14.)

"Throughout the entire four years of the high school course much can be done by the teachers of literature, mathematics, manual training, (English) and others to correlate their subjects with the agricultural work and thus greatly amplify the breath of teaching for rural life." Not only can the teachers of other subjects amplify the work in the agriculture, but the agricultural teacher may help to vitalize the work in the other courses by making timely applications as they occur. In the last analysis the teacher is the course of study, and to his ability to adapt its contents to the local needs must serve as an index to his success in the school room.

In the agricultural work in the schools of the State is to become a unified system, and is to benefit the entire school populace, it must

be begun in the lower grades. "A great fault with the district schools has been an inclination to think that anything close at hand is too mean and common to be considered as subject matter for instruction. The thought has usually been that the school would prepare the learner for some brilliant calling away off where things are better and life easier and more beautiful. As a result, the country schools have been educating boys and girls away from the farm. The new method is that of educating them to appreciate what is under their feet and all around them, through an intimate knowledge of the processes of nature and industry as carried on in their midst. One of the more direct methods of educating the boys and girls for a happy, contented life on the farm is to teach them while young the rudiments of agriculture. This method is now actually put in practice in thousands of the rural schools.'*" Provisions for such instruction now exists in the elementary courses outlined for the schools of Maryland. But until the teachers of the rural schools receive instruction in the common things relating to plants, soils and animals the amount of agriculture taught, either as a separate subject or correlated with other studies, will necessarily be limited. To overcome this deficiency there must be established summer schools for teachers, as well as courses of study in elementary agriculture in the normal schools of the State. A more economical and effective plan would be to extend the normal course by requiring the student to pursue one year of training in Agriculture and Domestic Science or Manual Training at the State Agricultural College as a prerequisite to a life certificate. County school officials should recognize the value of this agricultural training by offering their teachers substantial compensation for the time and money spent in receiving the additional professional instruction. The results obtained in the counties of the State where this practice is in vogue show that the schools are amply repaid for the added expenditure of money.

In most instances the agricultural courses are a newly acquired feature of the high school work. School officers in having the original plans for the buildings drawn did not anticipate the addition of the vocational departments to the schools. Consequently very few of the old buildings are wholly suited to the new work. On account of this lack of suitable rooms and the generally crowded condition of the buildings, basement rooms have been fitted up for the special departments. Too frequently these quarters are poorly lighted, heated and ventilated. Many of them are unsuited for class work and the storage of materials for instruction on account of the dampness during the period in which heat is not needed in the building. If the basement rooms are used they should be well above ground in order to avoid these difficulties.

The recitation room need not be different from the ordinary recitation room except that it should be equipped with a demonstration table, with insect proof cabinets for the storage of permanent illustrative

*McKeever's "Farm Boys and Girls."

material and with standard samples of the various seeds and agricultural products. If possible it should be adjacent to the agricultural laboratory. Unless a separate office is provided the agricultural teacher should have in this room a suitable desk, and filing cases with card index for the records. Usually reference books and bulletins are stored in the recitation room. As a rule these publications will be cared for better and will be just as servicable if they are kept in the school library, and are loaned to the students under the same regulations governing the use of other books.

The agricultural laboratory should be equipped with permanent desks, storage cabinets, bins for the storage of the material essential for each phase of the work. The desks should have both a water and gas supply so that individual work may be done. The agricultural laboratory is a work shop where the scientific principles of the subject are being worked out. It should be considered just as worthy of adequate facilities as are the Manual Training and Domestic Science Departments. In either case the educational value and scope of the work depends largely upon the facilities offered the student in acquiring knowledge and skill.

The school should aim to collect a large supply of useful illustrative material. This permanent exhibit may be placed in the agricultural room if space will permit or in the corridors of the building. The exhibit should consist of a complete set of local farm products in addition to specimens from other localities. Local school and county fairs are usually productive of a large amount of available material. However, to make the exhibit usable in the class work it must be properly labeled and catalogued.

Much of this laboratory material and apparatus may be secured from the local dealer or may be made by the students. There is, however, a tendency to use too many make shifts. There should be purchased annually a definite amount of apparatus until the department is fully equipped after which it becomes merely a matter of maintenance. While the amount of apparatus needed will depend largely upon the number of students and the character of the work there is certain apparatus that is essential for any successful agricultural teaching. Great care should be exercised in the selection of the apparatus so that the limited amount of money available will be put to the greatest possible service.

Teachers should make an annual inventory of the apparatus on hand and should include in their requisitions for supplies all the materials and apparatus that need to be purchased for the work of the succeeding year. School officials may well require of the teachers a list of the illustrative materials that he expects to use during the following year's work together with the source from which and the time in which it is to be procured. Such a list is doubly valuable in the event of a change of teachers. It also prevents the too common practice of neglecting the securing of laboratory materials until it is wanted for use. It likewise makes it necessary for the teacher to work out his laboratory course previous to the time of giving the work.

It is useless, however, to require the teacher to collect a complete laboratory supply unless he is provided with suitable storage for the materials. In schools where the teacher is not employed for the entire year, a copy of the list of supplies which must be secured during the summer, and may be had from the local farms, should be given to the boys and girls who will pursue these courses during the following year. With the list of materials wanted should be definite instructions relating to the amount and kind wanted, and the time at which it must be delivered. He should receive a reasonable remuneration for his services. If the teacher is employed for the entire year he should, of course, be held responsible for the acquisition of the necessary laboratory material. Much of the illustrative material, especially such as fruits and vegetables, is perishable. Such supplies must either be preserved or secured only when wanted. A fund should always be available for this purpose. It is almost impossible for an agricultural teacher to do successful work without some ready funds for running expenses.

With the beginning classes, the exercises may well be conducted by the group method by having the pupils perform each step of the experiment at the direction of the instructor.

The amount of time to be given to the laboratory work will necessarily be governed by the subject matter and the scope of the course. There should be at least one double period per week for the uninterrupted first hand study, of materials relating to the subject. The double periods are essential if the class must be taken even a limited distance from the school building. Such subjects as Plant and Animal Physiology, seed grading, judging and testing, and feeds and feeding which do not necessarily involve long exercises may be taught successfully in the ordinary periods allowed for the courses.

"The excursions or field trip should not be neglected * * * for it serves as a valuable means of bringing principle and theory in contact with real conditions and of dealing with processes and products at first hand. On the field trip many points difficult to explain and understand in the classroom are made clear and vivid. New light is thrown on the subjects studied, and desired information is fixed in memory. All excursions should be carefully planned by the instructor, and students should be given definite directions as to procedure and observations on the trip. If possible, it will be found well to utilize a camera on such trips, recording in pictures the conditions at places visited. The pictures may later be used in reviewing the trip or be added to a permanent collection for reference or illustration."*

Although valuable lessons may be taught by failures, it is highly important to present to those young minds the ideals. Every community has farmers who are eminently successful in some agricultural industry. The student should visit these farms and become familiar with the practices that have made them a success.

*Bricker "Materials and Methods in High School Agriculture."

While all of the special activities of the school previously discussed are of importance in so far as they effect the secondary education of the boys and girls of the farm, it is of equal importance that the school extend its activities into the farm home. Too frequently the boy after having learned the scientific principles and practices upon which the new and successful agricultural methods rest is handicapped in applying them because the father has not become enthusiastic in what the son has learned. The school as an educational center can bend and direct the thoughts and inclinations of the parent into the new channels, and thus secure harmony and co-operation between the various educational forces.

There are numerous avenues through which this community work may be accomplished. The important thing is for the school to select the one which will do the greatest amount of immediate good, and then develop this into an organization that will attempt the solution of all community problems.

Among the organizations that have been fostered by high schools and have solved successfully many of the local social and economic problems might be mentioned the Farmers' Club, Boys' and Girls' Clubs, Cow Testing Associations, Improvement Clubs, School Fairs, Co-operative Laundries, etc. A number of schools of the State are doing valuable work for their patrons in the form of evening meetings, demonstrations of spraying and pruning of fruit trees, helping them with crop rotations and drainage problems and with building plans. However, these facilities are not used as general as they should be. Every school should engage in some form of extension work which will win for it not only the sympathy and support of the entire community, but will be the means of vitalizing all of its teachings.

Mr. H. D. Bard, Master of Public Speaking, Tome School for Boys, Port Deposit, then addressed the Rural Department, after which it was adjourned until Wednesday at 9.30 A. M.

Ocean City, Md., July 1, 1914.

The second session of the Department of Rural Education was called to order by Mr. Sasscer, in the Casino, on Wednesday at 9.30 A. M.

MR. SASSCER: It gives me great pleasure to have with us this morning a gentleman from a neighboring State, who has done noble work in the cause of education, and education that is closely related to the work in rural schools. I present to this audience Dr. Harry Hayward, Director of Delaware College Experiment Station.

THE POSSIBILITIES OF THE RURAL SCHOOL.

One of the oldest of our free institutions is the rural school. This grew out of the Sunday School, whose purpose was Biblical instruction. To the rural school are entrusted the children from a large portion of the

territory of our country. With it much of the finest sentiment is associated. What person does not respond with a thrill at the train of happy memories called up by Whittier's gem:

“Still sits the schoolhouse by the road,
A ragged beggar sunning;
Around it still the sumachs grow,
And blackberry vines are running.

“Within, the master's desk is seen,
Deep scarred by raps official;
The warping floor, the battered seats,
The jack-knife's carved initial.

“The charcoal frescoes on its wall,
Its door's worn sill betraying
The feet that, creeping slow to school,
Went storming out to playing.”

Many of us had our first lessons in such a little schoolhouse. Some of our fathers and their fathers, who have rendered valiant service on battlefields, in courts of justice, and in legislation halls, received all the scholastic training they ever had in this time-honored institution. And today there are many who argue that what was good enough for our forebears is good enough for us.

Such an argument wants looking into. The country school, like the country church, was most effective in the old days, and these two institutions will always command the sincere respect of those who are familiar with the part they played in the development of American history. During pioneer days the rural school was the intellectual center of the community. It was not only the place where the three R's were taught, often times with the material aid of the birch rod, but it was also, in a way, an important social center. It helped to sharpen the wits of the young men through its debating societies, quickened the minds of young and old in spelling matches, and contributed to the aesthetic side of life through its singing schools and social good times. We may go one step farther and say, that the country school was the medium through which our grandmothers first met our grandfathers socially; often it was on the way home from a debate, a spelling match, or a singing school at the schoolhouse that was asked and answered the momentous question which brought satisfaction and contentment through their long, useful lives.

In those days, the public school stood for the highest and best that was attainable. The winter sessions especially was attended by those who had practically reached maturity and who appreciated the opportunities that would train them in becoming good citizens. The teachers were often men who were studying for a profession. In some cases they were the pastors of the towns in which the schools were located. Such

men had a keen appreciation of their responsibility to the districts they served, and this, together with their wide education and ability, made them especially efficient as school masters.

One who asks why we cannot go back to these "good old days" should remember that these conditions obtained when our civilization was much simpler than it is now. It was before the development of the great industries, that now occupy the energies of approximately one-half of our population. It was before the tide of migration had set toward the city, and before the time when the line of demarkation was so sharply drawn between the urban and the rural.

CAUSES OF THE DECADENCE OF THE COUNTRY SCHOOL.

Although the factors that caused the dropping back of the rural school are pretty generally understood, we will speak of them briefly. They manifested themselves at the close of the Civil War, when the virgin soils of the West were open to settlement. Many of the bravest and most venturesome men and women left the rocky hillside of New England, New York and Pennsylvania, as well as the less fertile soils of the South Atlantic States and went across the Mississippi and Missouri to richer lands, there to compete with the home folk in the production of the staple food products. This was the primary cause of a serious agricultural depression in the East. The result was that many left the farm, for one cause and another, and rural institutions and rural society in general has suffered severely ever since. We are beginning now to appreciate our position and to take steps necessary to improve our conditions.

During the generation in which we in the East lost our grip on affairs generally, the country school suffered more perhaps than any other rural institution. We lost faith in the land for the time being, and the returns from it were correspondingly small. The farm father and especially the farm mother "was inclined to encourage the sons and daughters to leave the open country and to seek a vocation that would give them a living without so much hard work. Such a condition tended to lower the standards of living and in a measure to stifle hope and ambition, without which human progress is impossible.

THE PRESENT STATUS OF THE RURAL SCHOOL.

When we stop to analyze the condition of the country school at the present time, we are brought face to face with facts that are rather disconcerting. In the first place, we find that about fifty per cent of the farms here in the East are tilled by non-resident owners. This state of affairs has a serious influence upon our schools. It is impossible for a man who is constantly moving about the country, no matter how kindly disposed toward the school he may be, to take as intelligent an interest in it as the owner who lives for many years on the same farm.

We have noted the character of the men in charge of the winter sessions in country schools in past years. The high cost of living makes it impossible to secure that class of teacher at the salaries we are now paying. The average country school teacher today is young, poorly trained, lacks the proper objective, and, in many cases, is utterly devoid of any professional spirit. A girl, still in her teens, is put in charge of a one-room school with little, if any, real supervision. The teacher who is not well trained herself has no genuine love for her work, cannot enter into the spirit of it, and looks upon it as a stepping stone to something else.

Can we be surprised that the results from the country school, under these conditions fail to interest the tenant farmer and absentee land owners? My experience has led me to feel that the chief interest which the average tenant farmer takes in school affairs is in keeping school taxes down to the lowest possible limit. I regret to say that some farm owners are limited in the same manner in their interest in the country school.

It is unjust to the children of the open country that, in round numbers, only about one dollar per capita should be spent on their training for every three dollars spent in schooling the children in the incorporated towns and cities. Until this state of affairs is changed so that the educational advantages to be had in the country compare favorably with those in the towns, we are discriminating against the rural child and our boast of equal rights for all is idle and meaningless. Under these conditions, it is small wonder that the rural school is the cause of much concern to educators and others who are sincerely interested in the welfare of the open country. Is it surprising that those who appreciate the great possibilities of this Peninsula, and who are familiar with what has been done in other States, are eager to see a general movement started here that has for its object the improvement of our country school?

A comprehensive criticism of the rural school is briefly expressed by Dr. Warren H. Wilson, in his book, "The Evolution of the Rural Community." He says, "The weakness of the common schools in American rural communities shows itself in their failure to educate the marginal people of the community, in their failure to train average men and women for life in that community, in their robbing the community of leadership by training those on whom their influences is strongest, so that they go out from the community never to return; and in their general disloyalty to the local community with its needs and its problems."

Is this a correct statement of conditions as they exist in Maryland? I think those of you who are most familiar with the schools of the State will agree with me that it is, and it seems to me that we should be held responsible, more than any others, for helping to bring about the improvement that is bound to take place. It is our duty, therefore, to know what can be done and the best way of doing it.

THE OUTLOOK NOT DISCOURAGING.

I am glad that the future is so full of promise. I am glad that I share with others the faith that a new order will prevail in the life of the open country. Many are beginning to realize that the country church and the country school, if they would render effective service, must adapt themselves to the needs of the present day. We are beginning to appreciate the fact, that the highest welfare of any rural community demands a high grade school as well as good roads, and that we are inconsistent if we travel in automobiles, and pay our school teachers \$35.00 per month for nine months in the year.

Our produce exchanges have demonstrated the fact that we can co-operate. For our best good, we should carry the principles of co-operation into our social, intellectual and spiritual life as well as into our commercial life. We are getting a new view point and more are realizing that the greatest satisfaction in life comes from rendering efficient service to our fellow men. I believe this spirit is increasing in the open country and can be fostered by the rural pastor and by the rural teacher who has a vision of real service.

When applied to the country school, what does this new order of things mean? It will not do merely to dream over it nor merely to become enthusiastic about it. We must all work and work hard with the purest motives and clearest conceptions in order that the greatest number may be served and served most effectively. Any re-adjustment that will put the rural school upon a more satisfactory basis must come ultimately from the people who are most vitally concerned. That is, from the men and women who live in the open country. The redirection of the rural school must, therefore, be along lines that will appeal to those whose lives it touches. The country schools should have for their object the training of country pupils to live efficient lives in the country.

If their school days are not utilized to put them in harmony with the environment in which they will live, no other equal opportunity for development can ever come to them. Think for a moment what this means. By the enforcement of our compulsory school laws, all boys and girls must go to school until they are fourteen. Not over five per cent, or perhaps ten per cent, attend school after they pass the compulsory age limit. Our schools today are largely governed in policy, by men whose schooling was limited to the grammar school period. The course of study which they followed came from the city and the teachers who taught them got their standards from the city. A little thought will show one how all this tends to draw boys and girls away from their natural environment and to make them misfits all through life.

From my study and observation, I am convinced that the changes which are absolutely essential can come only through consolidation. One of our best authorities on the condition of the country church has said, recently, that it is impossible to have a successful church with less than 100 members. Numbers are just as essential to a successful public

school. Trying to keep up suitable buildings, equipment, and instruction for less than fifty children today, is an unwarranted waste of money. The taxpayers feel this and therefore, fight any suggestion for improvements, however, sadly needed they may be.

What should we think of a man who wished to train apprentices for making automobiles, for example, if he had small groups working a little while at a time under men who did not thoroughly understand the business themselves, and who cared little whether the boys under them really grasped what they were trying to teach them? Should we not say to him, "Man alive, you are throwing your money away. If you ever want these boys to amount to any thing you must get enough of them together in one place so that you can afford to put valuable men over them and supply them with a suitable building and tools so that each boy may have a thoroughly good chance to learn to make automobiles." Suppose he replied that his ancestors had learned how to make ox-carts without any big factory or any highly salaried superintendent who required expensive tools, would you not feel that he and his boys must sink lower and lower in the scale until some one could convince him that he must give his boys a fair chance?

So it is with our country children, only it is a far more serious thing which we are depriving them of a chance to learn. The city boys and girls are being trained to live in the cities. No one can live in the cities unless we have a numerous, intelligent population living in the open country. Yet we are sending thousands of our children in small groups over roads which are at times impassable, to houses which are often uncomfortable, and unsanitary to get what they can from young, thoughtless girls. We must give up our ox-cart ideas and get into line so that it may be possible for our rural children to have just as good training as though they lived in town.

We are wrestling with the problem in Delaware and believe that we have suggestions to make to our next Legislature that will appeal so strongly that the plan will be adopted and that all our schools will be consolidated within a few years. Then the possibilities for the school to serve its constituency will be almost unlimited. Then we shall have courses of study that are especially adapted to the conditions that obtain in the open country. We shall teach in terms of the environment of the pupil and use his daily interests to train him to see, to feel, and to reason. It will then be possible to develop such an interest in the boys and girls that they will be glad to stay in school during the adolescent period and when they leave, it will be to go to college or to take their places as productive units in some gainful occupation. Furthermore, the spirit of service will have been developed to such an extent that a graduate of the consolidated school will have a keen appreciation of his responsibilities as a citizen and will have some realization of what our Savior meant when He commanded us to "Love our neighbors as ourselves." The courses of study in our country schools will include not only agriculture and household arts based upon an adequate knowl-

edge of the sciences, with a working knowledge of literature and history, but will also include a comprehensive study of economics and sociology so that our young may have an understanding of the principles that underlie human society.

Perhaps I should not say anything about the possibilities for the teachers in the new rural school. I cannot, however, let the opportunity slip without saying just a few words about our status in the new order of things. Under the influence of our rural school of the near future, the teaching profession will take on a new dignity and become much more important than it is now. The more intelligent training of our children will open their eyes to many avenues of usefulness. Not a few girls who are now struggling unhappily to teach a few refractory children could be far happier and more useful in raising small fruits, keeping poultry and bees, or engaging in any one of a number of other lines of work. Those who are real teachers will be in demand at living salaries; by that I mean salaries large enough to allow one to live comfortably, to save a little for old age and a rainy day, and to gratify a desire to travel and to study a little. Teaching will then be just as much a profession in the country as it is in the city and will attract men and women with just as much ability as is found in the city schools.

The work and interest of the teacher will not be confined entirely to the class room, but a part of it will be given to taking an active part in the social, religious, and intellectual life of the community. The work will be hard but, because it will give an opportunity for service that is really worth while, it will attract those of high grade ability and those who are actuated by a real desire to serve.

The schoolhouse, under these conditions, will be the center of the community and the school, as an institution, will be held responsible not only for the grade of its farming and the quality of its housekeeping but for its moral atmosphere as well.

Some may think that my ideas are entirely too Utopian. I assure you, however, that I am sincere in my belief that what I have said is entirely possible and has already been achieved in a large measure in some sections of our country. A close study of the question has convinced me that such a plan will cost little if any more, after the consolidated schools are once built and equipped, to operate than is being spent on our poor rural schools at the present time.

Leaders are needed who will take it upon themselves to create public sentiment in favor of effective rural schools. We who know what has been done to secure consolidation in other States and what has been accomplished through it should be willing to serve as volunteers on our own frontier and work unselfishly for the welfare of the future generations that will be born, live, and die in the open country. This is a duty for many of you, will you accept it?

MR. SASSCER: It is very gratifying to know that this excellent address by Dr. Hayward will be printed in the proceedings of this Con-

vention, so that those who are bathing this morning or elsewhere employed, and cannot attend will have an opportunity of reading it and appreciate it.

I take pleasure in presenting to this audience Superintendent Joseph M. McVey, of Cecil County.

SUPERINTENDENT McVEY'S ADDRESS.

We commonly regard the schools as wholly responsible for the education of our children. But that the school alone cannot be responsible for this education is obvious on a moment's reflection. The school has direct control of the child five hours each day and five days each week for forty weeks each year. This is a total of less than one-fifth of the waking hours, hence during at least four-fifths of the waking hours the children are responsible to home, not school.

Nevertheless, the homes' share of responsibility is not fairly expressed by this simple mathematical statement. Many of the educational influences to which the children are subject do not originate in the individual home, any more than in the school, nor are they in its control. These influences emanate from natural surroundings and from community life as a whole, its industrial, commercial and political activities, its amusements, traditions, religions and contemporary, moral and intellectual standards.

It thus appears that our children and youth are subject to an important education, the indirect but none the less powerful fortuitous education of natural environment and social experience which neither home nor school is able to control. But both are concerned in subordinating this education to their own direct teachings, both seek to re-enforce it, when favorable to the ends they have in view and to counteract it when unfavorable. Both home and school seek to give to the coming generation such a command over themselves and their material and social environments as will enable them to react on it to their own advantage, and to the advantage of the social group to which they belong or aspire.

Now while the family has other important duties to perform, education is the whole duty of the school. This is the sore ground for its existence, hence whatever the responsibilities of the home, the school must always bear the largest share of responsibility for the results. The home share remains considerable, first because of the inevitable disparity between the hours spent in and out of school; second, because the influences of the school are easily effaced or weakened, unless re-enforced and supplemented by home sanction, stimulus or sympathy; third, because the school, like other human institutions, is too often imperfect and not infrequently fails in its aim. Equipments or methods to minister adequately to the end for which it was intended, and finally because the financial support of the school on which its whole efficacy depends must come from homes taken collectively—that is the community.

One would suppose co-operation would be the established relation between the home and school. One would suppose that parent and

teacher recognizing their mutual responsibilities to the same child would find or make opportunities for personal contact with each other, that parents would seek to learn as much as could be learned by outsiders of teachers and school work, and that teachers would endeavor similarly to know the parents and the home conditions of their pupils, but the fact is that such a foundation for effective co-operations is rare. Most parents know little or nothing of the school lives of their children, and the teachers are equally ignorant about the child's home life.

Sometimes the teacher and sometimes the parent are responsible for this state of affairs. Some public schools discourage the visits of parents to the classroom. Hence parents are often deterred through fear of intrusion from making the acquaintance of the teacher or of informing themselves by personal investigation about what the schools are doing or what they are not doing for the child. On the other hand parents are often careless or indifferent, and repeated and urgent invitations to visit the schools are disregarded. Sometimes the parents conscientiously charge the teacher with the full responsibility of the child's welfare during school hours, and having done so feel duty done both to child and school and rest content until something goes wrong. It may be said that reluctance of some schools to invite the visits of parents is not without justification. The conception of school entertained by most parents just because they are not teachers is likely to be purely conventional as regards course of study, crude and out of date as to book equipments and methods, and just because they are parents either too lenient or severe as regards government.

It is therefore a very difficult thing to derive much benefit from the visits of parents unless the teacher undertakes the education of the parent as well as the education of the child.

Co-operation between the home and school is very essential in promoting the intellectual and moral development of the pupil. This commonplace is so obvious that its importance is likely to be overlooked. But it is just because such co-operation is too often lacking that some of the most serious perversions of educational opportunity take place. The school is rare that does not set up and consistently endeavor to maintain a high standard of intellectual achievement and of conduct. Occasionally a school pretends to standards which are not enforced, but nearly all of our public schools refuse to tolerate indifference, indolence, or caprice, in work, and set themselves squarely against any concessions or any divergence whatever from recognized standards of conduct.

It is equally true that most homes cherish high standards of achievement and conduct for their children, so far as they are capable of conceiving them, whatever their social grade may be; and, in general, the standards are at least as high as those of the school. Nevertheless, it is not seldom that the school fails to attain a satisfactory approximation to its ideals, just because parents and teachers do not work together in attaining desired results. It is fair to say that these failures are more often chargeable to the home than parents are willing to admit;

and this is particularly true of parents belonging to the middle and upper classes. While theoretically approving the standards set by the school, these standards are, in practice, not infrequently regarded as too severe or exacting by the parents for their children; or, at least, the importance attached to serious and continuous endeavor to realize these standards in the daily school life of the pupils is practically regarded as excessive by the parents. Under such circumstances, the pupils, being human, abate their devotion to school duties, and the importance of athletics, social functions, and other diversions, is correspondingly augmented in their eyes.

Now, of course, the coarser adjustments of the home and the school, in the matter of quantity and quality of work demanded of the pupils, are provided for in the official relations between them, and this is also true with respect to the conduct expected and enforced by the school. When a child is idle or troublesome and there is danger that he will fail of promotion, or that he will be suspended for misconduct, the teacher advises the parents. Usually the pupil's conduct is changed by this procedure, and co-operation is, temporarily at least, forcibly secured.

Sometimes the administration of this co-operation is rendered very difficult by the culpable dishonesty of which some parents are guilty. This dishonesty of which some parents are guilty. This dishonesty is the result of weakness. The parents charge the school, in the pupil's presence, perhaps, with full responsibility for enforcing its standards, and, in case of need, its penalties, on the pupil; and promise themselves, the pupil, and the school, that unless the school requirements are met, that the child will come to grief. But when the pupil's delinquencies have to be dealt with, some parents weakly and unwisely allow themselves to become the pupil's advocates for clemency, in spite of the extended series of reminders which they have received that the pupil has been going astray. No useful, active co-operation can be expected from such a parent, but the school has the right to expect at least passive co-operation. It has the right to expect that the parent will stand aside, and permit the school to attempt the reformation of the pupil—unaided and also unhampered by misguided or dishonest efforts to save the pupil from the consequences of his own misdeeds.

The greatest need in co-operation, however, is in the finer adjustments of the school and home influences to each other in the case of the ordinary well-disposed pupils, who constitute the great majority of the school. The activities of the school may be greatly re-enforced or weakened by the notice taken of them at home. Of course it is quite possible for parents to repel rather than to invite the pupil's conversation about their school interests. The children who have every reason to feel that every petty delinquency, or trifling difficulty, will be looked upon at home with marked disfavor, and that every childish or really harmless prank will be treated with solemnity or severity instead of friendly advice will say little at home about what goes on in school. But most children will respond readily to the intelligent interest of

their parents in school affairs and are glad to talk about them to sympathetic and appreciative listeners.

There is little difficulty about home sympathy in the matter of inter-scholastic athletic contests, or in fact any contest of any character, whether it be in the shape of athletic sports or in some other form. From the interest found in these contests we can very readily see how great is the stimulus of a common end conceived and striven for by all alike—parents, teachers, pupils; and hence, to indicate, to some extent at least, what we might expect if we could secure a similar co-operation in the school day by day. Each pupil is daily making conquests or suffering defeat in his individual work. The extent to which the significance of these daily successes and defeats could be increased through home sympathy varies, of course, with the varying conditions of the home, but there is no doubt that in many of our best homes many valuable opportunities for encouraging the pupils with timely aid, for augmenting the pupils' interest in their work, and for stimulating them to achieve something more than routine results, for parents do not know and often do not seem to care what the pupils' work or other school interests may be.

A powerful educational influence in every school which the parents may do much to help or hinder is its "tone." No influence of the school is more powerful. It springs from the community life of the pupils, and of the pupils and teachers. It is, for the most part, developed unconsciously, so far as the pupils are concerned, but a high tone cannot be developed without the wise co-operation of good teachers—men and women who are themselves representative of a high tone. What is this tone, and how may it be maintained? The answer is not difficult.

The tone of a school consists of the standards of work, thought, and conduct which it maintains, and the extent to which these standards dominate the varied activities of the school. Where high standards of work in quantity and quality exist—that is, where strenuous application to duty and insistence on the best achievement commensurate with health, ability, and maturity are upheld, and where high ideals of thought and conduct are striven for and approximately realized in the daily intercourse of the teachers and pupils—there the tone of the school is high, and its influence is elevating and refining. "We live by admiration, hope, and love," and it happens that these qualities are easily aroused and can be wisely controlled and directed in children and youth of school age. Under precisely the same course of study the pupils of two different schools may "live" in very different lives. A mechanical routine which consists in assigning and "hearing" lessons is deadening to this life of "admiration, hope, and love;" an inspiring interest in the subject-matter of instruction, felt by the teacher and sympathetically imparted to the pupils by him is most conducive to that life. An austere or sour demeanor, an unsympathetic censorship over the pupils' interests and conduct by the teacher, or a moral pedantry that looks with suspicion on every move that the pupil makes, and treats with equal severity the

breaking of an arbitrary though perhaps desirable rule of the school and a moral offence, a martinet system of government and discipline, these are characteristics of the teachers that detract from the tone of the school and lower the plane of that living which we would maintain. It is an old story that character, scholarship, interest in the teacher are essential to the development of these characteristics in the pupil; that only life begets life.

To sum up: 1. The school cannot be wholly responsible for the education of our children. The individual home and the community are jointly responsible with the school for the education of every child.

2. Nevertheless, the school must carry the largest share of this responsibility, because it is the institution which society charges with the sole function of education, while the home and other institutions of society have many other functions. It is, therefore, the business of the school to cast the more or less vague desires of the community respecting education into definite aims, and to find, to organize, and to administer the means, through which these aims are to be achieved.

3. But, in order that the school may really fulfill the function for which it is established, it must have the active co-operation of the individual home and of the community, for:

Unless the work of the school is re-enforced by home support, the efforts of the teachers will not meet with an appropriate response from the pupils; the teacher may work as hard as he pleases, he cannot rely on corresponding effort on the part of the pupil if the pupil's parents are indifferent or even averse to the aims and work of the school.

Unless the school has the adequate financial support of the community, it can do nothing well; it cannot provide suitable buildings and equipment; it cannot secure and retain teachers who possess scholarship, cultivation, and teaching power commensurate with the work they have to do; it cannot provide the skilled supervision needed to maintain the school buildings and their equipment in a satisfactory condition, and the teaching force at a high level of efficiency.

Now, the individual home and the community will not give moral or financial support to the school—will not co-operate with the school unless they believe in it, unless they believe that the school is doing what they wish it to do and doing it satisfactory. Hence necessity for conferences between the home and school in order that the school may clearly understand the desires of the home and in other than merely formal ways, and that the home may similarly understand and appreciate the difficulties and the efficacy of the school as well as its shortcomings, and in order that each may recognize its own share of responsibility for results actually achieved.

MR. SASSCER: On behalf of the management, I desire to thank the distinguished gentlemen who have favored this department with such able addresses. The question is now open for general discussion.

MR. JAQUITH, State Normal School: I am glad that we have heard our friends today from the agricultural school in this State, and the

agricultural school of Delaware address us on this subject. I think the agricultural schools are helping us to meet the rural problem. We recognize that they are experts in this line, and that they are interested in making country life more attractive, and keeping the boys on the farm, so that the work may be done, and to stimulate interest in the farm, and to show that the farming is important and the house can be made attractive, and there is no need for all the people immediately moving to the city in order to see the Great White Way. I think possibly they overlooked the fact that the Normal School is very powerfully interested in the rural schools. From the State Normal School in Baltimore we graduate every year seventy or eighty pupils to go out most of them into country schools, and they come from all parts of the State. We do what we can to prepare them to teach these schools, and to teach the country schools as country schools should be taught, and try to prepare them for some of the trials and difficulties that meet them in a one-room school. When we move in our new quarters in Towson, we hope to have a one-room school within reach of us, if not right in our grounds, where observation work can be done, to which we can take our seniors for observation, and show them a teacher who is an expert in handling the work, and show them how they ought to organize their work, and how it can be done. I am very much interested in this idea, and I think it can be brought about. We want to prepare rural teachers to do the rural work. Some pupils come to use and only stay one year. You don't get much credit for that, if you finish at high school, and take two years it is better, but I wish it might be more.

We will be glad to be consulted at any time on this work, at any time you would like to ask about books or inquire about the work I am sure you will get encouragement, and the best information we have to give you. I wish we might invite you to come there, and lay out the books, and invite all superintendents to go there and look over all the material on the subject, but we are at your service, this is our problem just as much as anybody else's.

MR. SASSCER: We will be glad to hear from some one else on this subject. The question of the rural school is very important. There is nothing more important, more vital today in the educational world than the development of the rural school.

The trend seems to be towards consolidation, and the sooner we can get it, and get it adopted throughout the State, the better. A great many of the counties have already consolidated their schools. I am glad to say that the movement is spreading to every part of the State.

Mr. Caldwell made an announcement of a business meeting.

Mr. Sasscer then called for nominations for officers.

Mr. Caldwell nominated Mr. Jaquith for Chairman, and Mr. McVey seconded the nomination and moved that the Secretary cast the ballot. This was done and Mr. Jaquith was declared elected.

Mr. Thomas W. Troxell was re-elected Secretary.

There being no further business, the meeting then adjourned.

Department of Elementary Education

GRAMMAR SECTION

MISS ROBERTA PORTER, Chairman.
MISS IRENE HARRINGTON, Secretary.

Tuesday, June 30, 1914.

The Grammar Section of the Maryland State Teachers' Association was called to order by the Chairman, Miss Porter, who welcomed the members.

After inviting them to take part in the general discussion of the work of the institute Miss Porter introduced Miss Morgan as musical instructor.

MUSIC.

BY MISS GERTRUDE MORGAN.

The subject of music was presented by Miss Gertrude Morgan, State Normal School, Frostburg, Maryland.

Because it would be impossible to teach sight-reading in two lessons, and because I have found in my Institute work that it is impossible even in a week's time to give enough instruction in the notation of music to make it practical for the teachers, I have decided not to attempt any formal instruction in the theory of music.

I have found that what the teachers need most is some attractive songs for children that are real music, and some ideas upon how to present songs, so as to make them not only interesting but educational. The best we can do for our children musically, until each county introduces a course of formal instruction in music in its schools, is to lead them to appreciate good music. Some ideas as to how to bring this about; and how to develop in the children the rhythmic sense together with ideas of tone duration and differences in pitch will probably take up the whole of my time in the periods I have with the teachers.

To illustrate my work I will use a new publication, "Songs for Diversion," by Robert LeRoy Haslup, Director of Music of the Maryland State Normal School of Baltimore.

Since most of the child's musical training comes through the medium of the rote song, we must be particular in the selection of songs. The requisites of a good child song are that the words be full of meaning to the child and that the music express the same idea as the words.

Rote singing means imitation singing. But in teaching a song we should try as far as possible to avoid the imitation idea. We should not always give to the children what we consider the best interpretation of a song. This we may do occasionally to vary our presentations. A better method would be to let the children think out their own interpretations. This may best be done by approaching the song to be taught by means of a story bearing upon the song. When we have the children's interest thoroughly aroused we may then give them the song, a little at a time and have them tell us how they think certain parts should be sung. In this way their attention may be drawn to the suitability of the music to the words. This will necessitate a very careful selection of songs on our parts as teachers. If the children are to think out their own interpretations we must see that there is something in the songs for them to interpret—something full of meaning to the child and something really musical.

This idea will be illustrated by the "Dandelion Song," "The Circus Parade," and others of Mr. Haslup's inimitable child songs.

If time permit I shall explain with the help of blackboard illustrations, Farusworth's method of approaching some of the technicalities of music with children. The accent of rhythm is first shown by swinging circles, larger ones for the accented beat and smaller ones for the unaccented, for which later will be substituted the vertical lines representing the bars separating measures of music. Tone duration to be shown by means of horizontal lines of varying lengths representative of the duration of the tone. Differences of pitch illustrated by small planting lines placed at different heights. This board work is to be done by the children in their first year at school in case formal instruction in music is given. Since this is not the case in many of our counties this work could be done by the grammar grade teachers.

After the music period Miss Mary E. Clark, of Cecil County, discussed "Grade Preparation for High School English."

GRADE PREPARATION FOR HIGH SCHOOL ENGLISH.

BY MISS MARY E. CLARK.

I. Explanatory Remarks.

- a. Interpretation of subject.
- b. Opinions of teachers.

II. Importance of Subject.

- a. Quotations from authorities.
- b. Question of making work effective.
- c. The teacher's problem and aims.
- d. Use of problems in teaching English.

III. Habit in English Study.

- a. How bad habits grow and efforts at correction.
- b. Responsibility of the school for poor English.
- c. Co-operation of teachers and home.

- IV. Importance of First Years.
 - a. Imitation.
 - b. Laying the foundation for correct and forceful expression.
- V. Correction of Oral and Written English.
 - a. Individual and class correction.
 - b. Re-writing. Self-correction.
- VI. Necessity of Learning Grammatical Terms.
 - a. Gradual accumulation of formal grammar.
- VII. Weakness in Spelling.
 - a. How one should learn to spell.
 - b. Spelling considered a part of "English."
- VIII. Knowledge pupils should have in various grades.
- IX. Literature giving language ideals.
 - a. Story-telling and reading.
 - b. Imitation, unconscious and conscious.
 - c. Range of literature and character of stories.
 - d. Methods of presenting literature.
- X. Training Necessary for Teacher.
 - a. Knowledge of language and literature.
 - b. Planning of lessons.
 - c. Self-criticism and reform.
- XI. The Reading Lesson.
 - a. Understanding.
 - b. Illustrated material.
 - c. Sentence study.
- XII. Faults in First Year's High School.
 - a. Why they should not exist.
 - b. Paper illustrating certain faults.
 - c. Improvement in this year's work.

A talk on "Open Air Work in Schools" was given by Miss Persis Miller, of Baltimore, Maryland.

OPEN AIR WORK IN SCHOOLS.

BY MISS PERSIS MILLER.

- I. The open-air class.
 - How we set about getting our
 - Equipment, shelter, clothing, cots, food.
 - The teacher.
 - The nurse.
 - Results of a year's work in health and school progress.
- II. The playground—schoolroom plan of open-air treatment.
 - Normal children benefited.
 - The plan of work outlined.
 - The results in health and school progress.

On Tuesday Miss Miller explained why they started the "Open-Air Class" in School No. 76, Baltimore, and the resulting improvement in health of the children enrolled in this class.

Wednesday, July 1, 1914.

The session began by a demonstration in music by Miss Morgan, after which the Chairman introduced Miss Persis Miller, who delivered a talk on how the material was secured for the "Open-Air Class," also on the necessity of protecting the teacher by purer air, and lunch periods at the morning and afternoon recreation periods.

The election of officers was then held. Miss Isabel Ireland, Cumberland, Md., was elected Chairman, and Miss Sue McKnight, Cumberland, was elected Secretary.

The Chairman, Miss Porter, then introduced Miss Grace Deal, of Hampstead, Maryland, who delivered a talk on "Character Study of Evangeline."

The teachers under Miss Deal's leadership furnished the information the children would have on entering the seventh grade. Then they acted as scholars in the assignment.

CHARACTER STUDY OF EVANGELINE.

BY MISS GRACE DEAL.

LESSON FOR APPRECIATION OF CHARACTER OF EVANGELINE.

Knowledge that children bring to class.

1. Life of author.
2. Knowledge of other poems by Longfellow.
Children's Hours.
The Village Blacksmith.
My Lost Youth.
Hiawatha.
Paul Revere's Ride, etc.
3. Historical setting. The expulsion of Acadians (1755).
4. Geography of region.
5. Houses, dress, and something of manners of living of Acadians.

ASSIGNMENT.

1. Read lines 58-81 and 103-147.
2. Make a list of unfamiliar words. Look them up in the dictionary or the vocabulary for meaning and pronunciation.
3. Are these lines mainly description or narration? About what?
4. Make a list of the valuable descriptive words and phrases.
5. In how many situations is she described? Why do you think author uses more than one?
6. What characteristics are brought out? Be ready to read the lines that show each.
7. Ask three questions that you would like to have answered.

Miss Helena Link, Principal of Colgate School, Baltimore County, gave a discussion of Miss Deal's work. Some proposed giving the assignment as one lesson and others proposed five lessons and correlating it with composition and reading.

That the second and fourth topics duplicated was mentioned but was not agreed upon. Some preferred a written character sketch of Evangeline, others thought it would detract from the lesson.

The subject, "The Inefficiency of the Present Method of Marking for Handwriting," was discussed by Mr. George Fox, Baltimore County, Maryland.

TESTING HANDWRITING.

BY MR. GEORGE FOX.

Inefficiency of the present method of marking for handwriting.

a. Individual standards differ—

1. At different times.
2. One from another.

The new turn that educational thought is taking toward quantitative methods of measuring results.

The Thorndike Scale and how it may be used.

Plotting results.

The meeting was then adjourned.

IRENE HARRINGTON,

Secretary.

Department of Elementary Education

PRIMARY SECTION

MISS THERESA WIEDEFIELD, Baltimore, Chairman.

MISS MARY MOORE GAREY, Denton, Secretary.

Ocean City, Md., June 30, 1914.

The Primary Section held its meetings on the dancing pavilion on the pier. The place was ideal, and the meetings were well attended, the only unfavorable feature being lack of chairs for the crowd, many of whom had to stand.

The meeting was called to order by the Chairman, Miss Wiedefeld, who said:

"In planning the program for this meeting I have tried to think of the thing which would mean the most to the most of us. So I have decided to concentrate our attention upon one subject, and show how many things we can do with it.

"I have chosen as a center, a subject that is taught in every school, large or small, rural, suburban or city, in this State, and that subject is 'Maryland.'

What is there to teach about Maryland? It's history and it's geography, and in order to teach these thoroughly we must utilize all other branches of the curriculum to that end.

"We will study it through reading—we must read to get the information. We will employ oral and written composition, including spelling, correct use of English, and writing. Arithmetic, nature, literature, and art will all help to deepen impressions.

"This morning we are going to show how much of the subject might be done in history, art, language and literature.

"As a rest between periods Miss Schane will sing some songs suited to the children of each grade, and at the close we will learn the one we like best."

In the absence of Miss Krieg, Miss Margaret Coe read the paper.

THE HISTORY OF MARYLAND.

Without going into the reasons why, I think we will all agree that every child in the schools of Maryland should know some of the history of the State, at least as far as he can understand and appreciate it.

It has had a glorious history. It has been one of strong and vigorous growth, not only in numbers, in commerce and industry, in products and resources, but also in religious and political ideas, and in educational systems; and to trace the origin and growth of these ideas and institutions, is a most interesting and valuable study.

We can in many cases thus fulfill one of the aims of history teaching, and bring the past into manifold relations to the present; and show how historical ideas and experiences are influencing the present, really controlling our social and industrial life.

There are many events and happenings of which we are proud, many landmarks, monuments, houses, people, celebrations and holidays about which we are always glad to tell the story. Nearly every village and town in the State has its great men, its roads, its landmarks, each bearing wonderful historical associations; and how proud the people are to tell you of them. It is in these places and people that we can awaken a lively interest in the minds of our children, and find a real need, a real starting place—first, for the history of that one locality, and then for the history of the State, of which it is only a small part.

Children can live and feel only those things that they can appreciate, both by intellect and by sympathy.

There are some points of contact which are general to all parts of the State, and some which are suited only to certain localities.

Some general points of attack might be such as the following:

We celebrate March 25 as Maryland Day all over the State, and to all children in the State the problem, "Why do we celebrate Maryland Day?" "What does Maryland Day mean?" affords a good starting place for the study of Maryland history.

We can find other problems: Take the Maryland flag—What does it mean? Why black and orange. Take our State song—"Maryland, My Maryland"—the words "Remember Carroll's sacred trust, Remember Howard's warlike thrust."

Who was Carroll? What did he do?

Who was Howard? What did he do?

Where there are old landmarks or monuments in a community, the interest of the children, if at all keen, will cause them to ask questions, to want to know why so many people go to that spot, why visitors are always taken there, and in tracing back the origin of this community respect, we find much of the history of the State or country.

The following are some local points of contact.

Why is Mount Clare in Carroll Park still preserved? In answering this question—that it was built by Charles Carroll in 1754, and that Washington and Lafayette were frequent visitors, we get further questioning—Who was Charles Carroll? Why did Washington and Lafayette visit there? Whose answers give much of the history of Maryland.

And so, Manor houses, old families, etc., affords very good beginnings. Tell the story of Carroll Hall in Annapolis, of the Old Senate Chamber, the State House, and the Peggy Stewart House; of Doughreghan Manor in Howard County, of Rosecroft, near St. Mary's; the Murray House in Anne Arundel County, built in 1743; of Hampton, the home of the Ridgely's. Go to Frederick and see the Court House, where the first repudiation of the Stamp Act took place; out to Mt. Olivet Cemetery, and see the grave and monument of Francis Scott Key; to Braddock Springs, where General Braddock watered his men and horses, and ask at each place, "What does it all mean?"

Go to Fort McHenry, to the Confederate Soldiers' Home, to the statue of John Eager Howard, and again, "Well, what is it? Why is it here?"

Take your own town or county, or the streets in your town, and where did they get their names. Annapolis, St. Mary's, Baltimore, Anne Arundel, Howard, Cecil, Queen Anne's, Calvert? Patrick street in Frederick? Duke of Gloucester in Annapolis? Paca, Baltimore, and Howard in Baltimore?

The answer to each contains a wealth of historic information, which is practical in its value to the learner, for it ties up remote historic facts with conditions of every-day environment.

Having some such worth-while starting point, there will then follow certain facts of history related thereto.

In choosing the subject matter, we have to keep within the realm of the child's understanding.

Subject matter for second grades might very well start from the Maryland Day celebration, given in story form, and in answer to "What do we mean by Maryland Day?" have the following account:

People from England came to the new country to find a new home. They landed in Maryland on March 25, 1634.

Their leader was Leonard Calvert, and the people were Catholics.

They named the land Maryland, after the Queen of England, whose name was Mary.

They came in two small boats called the Ark and the Dove.

Third grades starting with the Maryland Day celebration might study:

1. The reasons for leaving England.
2. Their leaders.
3. The voyage—the Ark and the Dove.
4. The landing at St. Mary's.
5. The naming of Maryland.
6. Their relations with the Indians.
7. Story of some historic places or people in the community.

Third grade children might make a simple guide book to their town, showing places of interest, and giving briefly their history.

With fourth grades the following facts of history might be covered:

I. Conditions in England.

1. Time of religious persecution.
2. Interest in wealth that seemed abundant in the new world.
3. Colonization for purposes of trade.

II. Story of the Calverts.

1. George Calvert's plan for founding a colony.
2. Failure of the first colony.

III. The Maryland Charter.

IV. The Voyage and Landing.

V. Early Life in the Colony.

- a. Homes.
- b. Dress.
- c. Occupations.
- d. Food.
- e. Customs.

VI. Relations with the Indians.

VII. The trouble with Claiborne.

VIII. The Mason and Dixon Line.

IX. Maryland's part in the Revolution as told in the Burning of the Peggy Stewart.

X. Maryland's part in the War of 1812.

Story of the Star-Spangled Banner.

Battle of North Point.

Wells and McComas Monument.

XI. Maryland's part in the Civil War as told in—

The story of Barbara Freitchie.

The Battle of Monocacy.

XII. Any other stories of local interest.

XIII. The Growth of Annapolis, the Capital.

XIV. The Growth of Baltimore, the Metropolis.

Fourth grade children might make a more comprehensive guide book of their own, and might also make one of Maryland, showing through pictures and stories how the State has held her own with the other States of the Union.

Miss Margaret Schane was then introduced.

The songs I will sing this morning are for the first and second grades. I have chosen them from the Neidlinger, Bentley, and Smith Song Books.

Then in a clear, sweet voice Miss Schane sang the following songs:

“Good Morning to You”—as a greeting.

From the Neidlinger Song Book:

Mr. Squirrel.

The Bluebird.

The Moon.

Tin Soldiers.

First Flying Lesson.

Mr. Frog.

From Eleanor Smith:

Young Musician.

Six Little Mice.

Santa Claus.

From Bentley Song Primer:

The Wind.

Hurdy Gurdy Man.

Bobby Red Breast.

The Train.

Dancing Song.

Sea Shell.

The teachers seemed to have trouble in deciding upon the song they liked best, all were so good and so delightfully rendered.

They chose “The Frog,” and Miss Schane taught it as she would to a class of first-grade children—presenting it first as a whole, and then breaking it into phrases, singing each phrase at least four times, before the children tried to sing.

Miss Margaret Everist then took the work in art, showing how our work in history or geography can be “tied up” with different art studies.

DRAWING AND HANDWORK.

BY MISS MARGARET M. EVERIST.

By construction or manual arts we usually mean such work as card-board, clay moulding, paper cutting, work in textiles, doll houses decoration, painting and drawing. This so-called handwork originated largely as busy work with the primary teachers years ago. It was used chiefly as a means for discipline, then, or for children who were considered too young to use books—in short it was merely an incentive to keep children

busy. Because the child entered into the work with so much enthusiasm and because it did train him to become more skillful in his drawing and writing and gave opportunity for motor activity, it was changed to larger and coarser work and has become more or less a recognized factor in education. This construction serves not only for gaining manual dexterity, but for character building, and whether it is classed as manual training or art education, matters little so long as we recognize its value in the child's development.

In correlating drawing with the study of Maryland, it is best to illustrate the topics studied in a logical sequence.

The Voyage—Cutting, drawing and mounting Ark and Dove.

Forests—First Grade: One, two or three trees. Third and Fourth Grades: Many trees cut and mounted.

Animal Life—Cut and draw animals of Maryland.

Plant Life—Study of trees, different shapes, characteristics, branching, etc.

Industries—Mountainous regions.

Level Land—Hill formation.

Mining—Illustrative. Miner. Means of transportation of coal.

Lumbering—Forest scenes. Cutting down trees.

Manufacturing—Distant towns. Draw while discussing, then erase.

Farming—Objective Drawing: Fruits, vegetables. Cutting first to become familiar with form, irregularities of shape, etc.

Design—Nature units. Shield. Effort should be made to secure original combinations accurately drawn and spaced.

In construction, the teacher should aim to make form constructed relate closely to center chosen, while the technical operations are kept within the ability of pupils.

So to lead the children that they may appreciate the good and the beautiful is our high calling.

Just as the dawn comes quietly stealing out of the night, and the darkened world gradually emerges into the surer light of morning, so all of our training in this work with the child should awaken him to the consciousness of the wealth of beauty in nature, in art, and in literature, which is his rightful heritage.

Miss Everist used the blackboard and showed how some of the lessons might be developed with the children.

She showed how a study of trees might be given in the art lessons, at the time when lumbering or early forest of Maryland was the topic in geography or history.

She drew the types of tree shapes, showing how trees, like people, can be recognized by their contour—the oak, the elm, the pine and the poplar.

Then a study of tree branching was given, in drawings and cuttings of winter trees—

1. The bare trunk with one large limb.
2. Trees showing more and more branching.
3. Grouping of trees to represent a forest (teaching prospective).
4. Shapes and coloring of distant trees.

The teachers were shown how to teach leaves.

1. Tracing and coloring and mounting.
2. Free-hand cutting.
3. Drawing and painting.
4. Border arrangement.

In connection with "Transportation," Miss Everist gave some interesting water scenes showing boats in the harbors.

In connection with "Manufacturing Cities," she showed a sketch of the distant town, showing factory smokestacks, steeples, and high buildings.

She illustrated each point she made by drawings done by children, or on the board by herself.

Her work in fruit study—single objects, and then object groupings, which she gave in connection with the study of Maryland agriculture, was very helpful.

Miss Schane sang again—this time singing songs for second-grade children.

Her selections were:

- Brown Birds.
- Rainy Day Song.
- Teakettle.
- Jacky Frost.
- Daisy Bud.
- Buttercup Lady.
- Once I Got Into a Boat.
- Evening Prayer.

Dr. Green then gave a most interesting discourse in which he urged the study of the beauties of literature, teaching poetry to little children. He recommended the study of our own poet, those who have lived in Maryland and given much to the world of literature.

He made the point of finding our topics for compositions, our themes for work in language, in our natural environments. The hills, and fields, and brooks of Maryland, are filled with material for English composition.

The meeting was adjourned promptly at twelve so that a picture of the entire Association might be taken on the boardwalk.

Wednesday, July 1, 1914.

Going on with the program as started on Tuesday, the work of Wednesday showed the correlation of geography, arithmetic and language.

The attention of the teachers was called to the exhibit of work, which showed:

- I. Composition work. The topics being:
 - Agriculture of Maryland.
 - A trip to Annapolis.
 - The minerals of Baltimore County.
 - Why Maryland is prosperous.
 - The Mason and Dixon Line.
 - Trouble with the Claibornes.
 - Burning of the Peggy Stewart.
 - Francis Scott Key.
 - A Colonial Mansion.
 - II. Map Drawing. Showing:
 - 1. Three divisions of Maryland.
 - 2. Water fronts.
 - 3. Industries of different parts of the State.
 - 4. Agriculture of different parts of the State.
 - III. Drawing. Drawing which would correlate with Maryland history, Maryland agriculture, Maryland lumber, mining, transportation.
- Miss Lillian Compton gave the work in geography.

THE GEOGRAPHY OF MARYLAND.

BY MISS LILLIAN COMPTON.

President Nicholas Murray Butler says, "As a bridge over which to pass backwards and forwards from the study of man's habitat to his activities and his limitations and back again, geography is a unique and an indispensable element of an elementary education. So treated, it is excelled in excellence by none of its companion studies." Dr. U. T. Harris says, "Geography when well taught does more than any other branch to make the child at home in his environment and to give him the general habit of looking upon any one fact as the explanation of another"

Bathing the pupil in a flood of facts is not educating him. A fact must be covered with hooks to give it value. Conditions should be presented that will demand reasoning, develop initiative and lead to the discovery, the application and love of truth.

It is not the physiographic side that appeals most strongly to the child. Life and its varied activities are the things that attract him. So every opportunity should be embraced to bring out the relationship existing between the physiographic features and the natural resources, the occupations and activities of the people.

Children tell us things very clearly and forcibly for the activities of mature life are constantly imitated by them. Especially in geography do we draw on the imagination because so much of the work deals with the distant and unseen. How often we have found, when searching the minds of the children for some real knowledge of that which we have tried to teach, nothing but empty words. The imagination can

work upon the unseen only through that which has been seen. The gulf between the immediate and remote must be bridged by sense experiences or the imagination can never cross.

The study of the industrial phase of geography will furnish the materials for our work. The child should begin his study with the things that touch his daily life and the lives of the people about him. He studies the various processes by means of which these articles are prepared for his use and distribution. The pupil can be made to realize that he owes his comfort, his pleasure, his very existence to the fact that many individuals are at work procuring and preparing the things that he needs daily. This ought to awaken respect for labor and the laborer.

Teaching facts—such as memorizing the names of the counties, county seats, rivers and the boundaries of the State—as facts does not contribute to culture, cannot develop power, and is an inexcusable bore and waste of time. It is not being able to tell where Baltimore is that is important but to know why it is situated where it is, and how its situation has contributed to its growth.

In the study of the home State, the essential features should be considered. These are the location with respect to the United States, to neighboring States, and to bordering waters; the form or outline; prominent features of relief, such as mountains and lowlands; the important rivers; the climate; the productions, both natural and manufactured; and the leading cities.

Maryland, one of the smallest States in the Union, extends from the Atlantic Ocean, across the Coastal Plain, the broad Chesapeake, the Piedmont Plateau, and the Appalachian Region. In that territory there is every variety of soil, and most of the crops and fruits and flora of the temperate zone. The extreme length is but 315 miles, the breadth from north to south 128 miles.

The question arises, "What is a good plan to teach children?" The "problem" in school geography will help here.

It seems to me I would begin by studying the section in which I was living. Suppose this to be the Appalachian Region. Keeping in mind that we want few facts given as facts, but each one to have many hooks we might begin by asking a few questions. What kind of work does your father do? (This to each one in class.) How many have visited other towns near you? What kind of work have you seen men doing there? Name several towns in this region that they know about. Then we find there are large numbers of men working either in mines, or on railroads, or in mills of some kind. Problem—Why are so many men engaged in this kind of work?

Keep this as the elemental fact of the lesson and from the class discussion select and write on the board those topics that lead to the solution of the problem. The children will probably say that there is coal in the mountains to be mined, also metals, sand, building stones

to be had for the quarrying, trees to be cut for lumber and paper making, etc.

This can easily be made to show that man is dependent upon environment for his existence.

After obtaining what the children know, refer to the map showing just how far this region extends, the counties included, locating the towns already spoken of.

Another problem could be, Why is Cumberland the largest city in this region, why located where it is? Here could be taught that Cumberland is on the head waters of the Potomac where the river changes the general direction of its course, and so ceases to afford a direct path toward the great Northwest. At the same point Wills Creek empties into the Potomac, having just cut its great gap through Wills Mountain. Cumberland stands facing this gap, the gateway to the West, and is the natural receiving and distributing point for the great coal basin of Georges Creek and the rich lumber region, and the terminal of the C. & O. Canal.

Wherever practicable to visit a mine, lumber camp, pulp mill, glass factory, etc., by all means plan an excursion. Nothing excels first-hand information. Dr. Charles McMurray says: "A study of these local trades and occupations in our community helps to make a child in this way a citizen of the world and puts him into sympathetic relations with the simple primitive industries of men everywhere."

Leaving the Appalachian Region, I would then study the Piedmont Plateau. Some child may have visited one of the counties in this section. If not, simply say that this is not a mountainous but hilly region. Problem—Why will the industries of this section differ from those of the Appalachian Region?

The raising of cattle will be suggested. Where cattle is raised, what will we have? Wool, meat, milk, butter, cheese. What is done with the milk, butter, dairy products? Here would come a study of the cities—Washington, Baltimore, and some of the larger towns supplied. It is an agricultural region, hence flour mills, cotton duck mills, tobacco factories. Select good locations for these mills. Market gardening is also a profitable business near Baltimore and Washington.

A third important industry is quarrying. Nearly all the counties of this region have some form of building stone, granite in Harford, Howard and Baltimore; white marble and serpentine in Harford, Baltimore and Cecil; limestone in Frederick and Baltimore; red sandstone in Montgomery. Distributed over this section are iron, chrome and copper ores. Here would be an opportunity to exercise the collecting instinct. The children will enjoy bringing specimens of these rocks.

Another problem could be "Why is Baltimore the largest city in the State? Why larger than our home town?"

These facts will be emphasized, its favorable location on the "fall line" and Patapsco River, 170 miles from the ocean, 13 miles from the Bay, close to the great cotton belt, to the grain-growing sections of

the West, and to the lumber, coal and iron wealth of the Appalachian Region. The Bay supplies to Baltimore City an abundance of crabs, oysters, and many varieties of fish. The packing of these will employ thousands of the inhabitants of the city.

This leaves the Coastal Plain. Develop in like manner, selecting the largest industries such as truck farming, raising of melons, sweet potatoes, berries, etc. The manufacturing industries are those that will support and aid the agricultural industries, such as making of boxes, crates and cartons. Other industries are canning of the products raised, as garden vegetables, peaches, berries, etc. Another industry in the northern section of the Coastal Plain is the making of pottery from the porcelain clay.

Every county in the Coastal Plain, with the exception of Caroline, has a water front. This will make one of the chief industries the fishing industry. This includes the taking and packing of oysters, crabs, clams, turtles, blue fish, etc. The daily life of, at least, half the people centres around this industry. A sub-industry is the powdering of shells for chicken feed, also for road beds.

In the map studies of this section, Crisfield will be selected as an industrial center as it packs and ships more oysters and crabs than any other city in the world. Our Maryland boys and girls should know this. In the study of any of the towns the transportation facilities should be considered.

The entire Eastern Shore is well favored in this respect. There is a network of rivers, large and deep estuaries that afford some of the finest harbors on the Atlantic Coast.

After a detailed study of each section, to bind them together to see it as a whole, I suggest the modeling in sand of the map of Maryland, or the drawing of the State, coloring each section differently. Then could be added the products belonging to each section. For the mountainous sections, glue bits of coal, rocks, sandstone or glass, hardy grains, pictures of orchards, etc. For the Piedmont Plateau put pictures of cows, pails of milk, milk bottles, wheat, corn, tobacco, building stone, etc. For the Coastal Plain, vegetables, oyster shells, berries, clay vessels, etc.

During the time that each section is studied, it will be an aid to have pupils cut from magazines any pictures that will relate to that section. Postcards are helpful, and should be pasted on screen or bulletin board.

The study of geography if centered about the industrial and social sides of life would be full of interest and meaning because concrete, and because it meets the natural needs of the pupils. There would be development of power instead of the memorizing of facts, for the study leads the child from consequence to cause, and demands independent thought. The work is practical, for it gives to the pupils some knowledge of the things and conditions that are to engage their thought and action when they reach manhood and womanhood.

References: Tarr and McMurray's Geog. Md. Edition. Report of Md. Board of Public Works, 1908. At. Ed. Journal, March, 1910. Frye's Geog.

Following Miss Compton, Miss May Hill presented the work in arithmetic.

ARITHMETIC—MARYLAND INDUSTRIES.

BY MISS MAY HILL.

Miss Compton has shown us how to make the best use of the occupations and industries of Maryland in our work in geography, and I shall try to show how the industries of Maryland may be used as the basis for the problem work in arithmetic.

One of the most vital questions with which educational circles have been concerned in the last few years is the practical uses of arithmetic. This state of affairs has been brought about by the changing aims for teaching arithmetic. It has not been very long since the aim of mathematical teaching was merely scientific. The knowledge gained from the first facts learned was just a foundation for the acquiring of other facts of a more advanced nature. This aim was defended on disciplinary ground. The formal discipline of such a course made its use worth while in as much as it trained the powers of the mind.

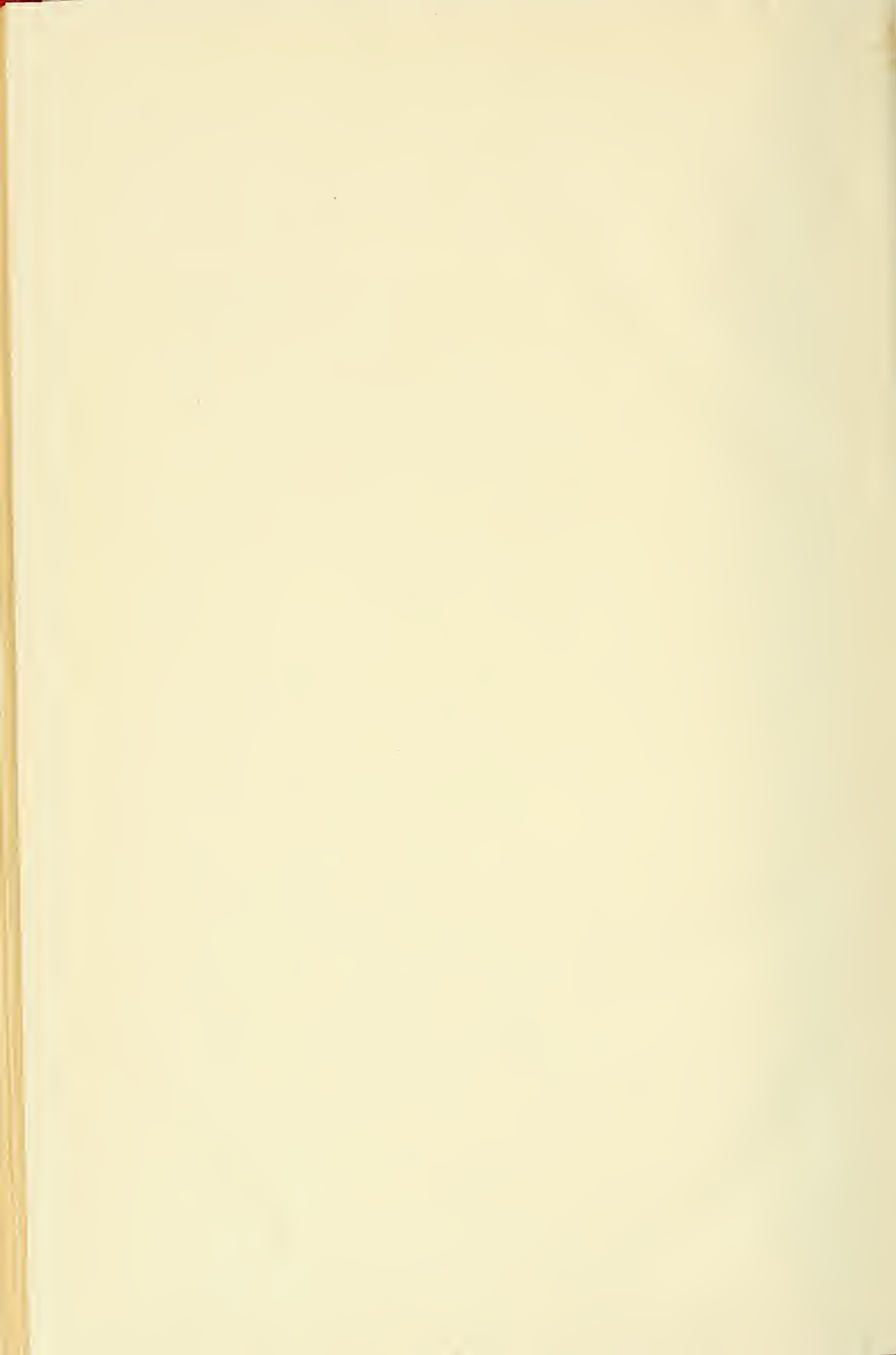
But the social and business life are constantly changing and there is a corresponding change in the demands made upon our school curriculum. While the scientific or disciplinary aim was a good thing in part, it was a great waster of time. The business man demanded that the arithmetic taught should be such that would fit the pupil for the business life and that time should not be wasted on things not common in business life. This method embraces both the scientific, in that results must be accurate and disciplinary in that it trains the mind, but it goes further and associates the work with the common every-day problems of business life.

Thus we see that our present-day life demands of our schools that we give our pupils such training as will fit them not for some particular position in the social and business life of the county—we can't do that without harm to the individual and the school as a whole, but enable them to easily adapt themselves to any ordinary situation in which they are placed.

In teaching primary arithmetic our aim is to teach the fundamental process. How we teach them and the selection of subject matter is left almost entirely to the judgment of the teacher. Experience has taught us that text-books, however good they may be, do not furnish material adequate to the needs of the pupils. Then, while some of the more modern texts are a vast improvement on the ones used a few years ago, the material is not just that which would prove most successful in your particular classroom. Indeed, in some cases, it has been proven that



MISS EDITH M. HILL,
Member Executive Committee, Washington County.



successful work can be done without the use of text. But even when a text is used, it is necessary to supplement it with other material, and for this material we look first of all to the home life and play of the child, then as his capabilities and interests increase we look to his surroundings. This is the time when we can make use of such material as the industries and occupations of our State.

No community is without at least a few industries and occupations in which the children are naturally interested. Maybe father tongs oysters, or mother works in the canning factory. Such facts furnish a wealth of material for problems which will be of value, not only in so far as the mathematical processes are concerned, but they will give also a deeper knowledge of the things which are around us. The lack of such knowledge on the part of children is really deplorable. This little story has no particular bearing upon arithmetic, but illustrates my point. A lady whom I know, was trying to find out how much geography her son, a boy of thirteen, had learned. She asked him the capitals of all the countries of Europe and Asia and of the States of the Union. He knew them all. Then she ask him to name three counties on the Eastern Shore of Maryland. His answer was, "Oh!—Wicomico, and-a-and—oh, what was the county where you lived before you were married?" This shows the tendency in our teaching to overlook the things around us and attempt to master the greater outside interests.

In the first and second years of the primary school we can use our industrial material in only a very limited way. The natural interests of children of this age are centered in their home and play and the industries of the place matter little to them. So it is from the natural interests of his life that we draw most of our problem material. Of course, a normal child in even the first grade is capable of understanding and working simple problems pertaining to different industrial pursuits, but as the child's interests do not lead in this direction it is hardly worth while to attempt to create interest when he is already vitally interested in things which will furnish good material for his work.

By the time the third grade is reached the child's interests are broadening and local industries may be used to advantage. But it is in the fourth grade rather than any other grade in the primary school that the industries of the State can be used. It is in this grade that the pupil is given a text and begins the study of geography in earnest. By correlating the geography and arithmetic progress in each subject is marked.

It would be folly for me to select a few or even any one of the industries of Maryland and say that it could be used all over the State with equal success. There are sections in the State where mining and lumbering will be of greatest interest to the largest percentage of the class, other localities where dairying will hold first place and still others where trucking, oystering, canning or some other of the various industries of the State will prove most valuable to the school children of that particular community, because they are local industries and afford the

opportunity for personal investigation by the pupils. In every case the teacher will have to select her own material and work with that, but as the pupils advance they will be able to collect data concerning outside industries and make problems from that information.

As the growing and canning of tomatoes is largely distributed throughout the State I have selected it as one of the industries to be used as the basis for problem work. The figures I shall use may not agree with those which are common to your section of the State, as they were given me by a local canner and I know that they do vary to some extent in different localities.

We have been to a tomato grower and found that tomato seed cost \$1.50 per pound. Fertilizer costs \$24.50 per ton. About 200 pounds are used to an acre. This grower pays a man with a horse \$1.50 per day for working his field. He also pays $12\frac{1}{2}$ cents per hour for setting out his plants. The baskets he uses hold $\frac{3}{8}$ bushel. The canning house pays him from $12\frac{1}{2}$ to 15 cents per basket. A one-horse team will carry 30 baskets.

The canner tells us that after the tomatoes reach the factory they are scalded so that the skin comes off easily. Women and children are paid 4 cents per 16-quart bucket for peeling. Then they are placed in cans and either capped by hand or machine or sealed by a crimper. When sealed by a crimper about 42 cans can be done in a minute. Next they are processed, which takes from 45 to 55 minutes. One-half cent per case of 24 cans is paid for putting labels on, and often women make from \$6 to \$8 per week. The wooden shipping cases cost $10\frac{1}{2}$ cents each. A filled can weighs 39 ounces. The finished product is sold to a broker for from $72\frac{1}{2}$ cents to \$1.00 per dozen.

This data I would have placed on the board, and after studying it and bringing out clearly the value to us of the growing and canning of tomatoes, I would have the class work with me in making problems.

The following are a few problems which could be made:

1. Fertilizer costs \$24.50 per ton. 200 pounds are used to an acre. What is the cost of the fertilizer used on an acre?
2. One ton of fertilizer would be sufficient for how many acres?
3. What did it cost Mr. Jones to have his tomatoes set out and worked?
Cost of setting out—1 man working 10 hours at $12\frac{1}{2}$ cents per hour. Cost of working—1 man and horse working $2\frac{1}{2}$ hours at \$1.50 per day. The patch was worked three different times.
4. The canner pays 15 cents per basket. What will he pay for a load of 30 baskets?
5. How many bushels in a load of 30 baskets, if one basket holds $\frac{3}{8}$ bushel?
6. If 4 cents is paid for peeling a 16-quart bucket of tomatoes, what will a boy make who peels 125 buckets?
7. 42 cans can be sealed in 1 minute by a crimper. How many cans can be sealed in 4 hours? In a working day?

8. A woman is paid $\frac{1}{2}$ cent per case for putting on labels. She labels 200 cases in a day what will she earn in 6 days?
How many cans does she label?
9. How many pounds will a case of 24 filled cans weigh if each filled can weighs 39 ounces?
10. A father, mother and two children work in the canning house. What did they earn last week?
The father sealed cans and made \$2.50 per day.
The mother labeled 1250 cases of cans at $\frac{1}{2}$ cent per case.
One child peeled 75 buckets of tomatoes and the other peeled 68 buckets at 4 cents per bucket.

I have given this set of problems concerning tomatoes, but any industry can be worked out in a like manner. In the Western Shore counties mining, lumbering, dairying, tobacco, can be used; while on the Eastern packing, fruit growing, berry picking and trucking are good materials. Oystering will be found interesting on both shores in the sections bordered by the bay.

I would just like to say in closing that whatever problems we give as practical problems must really be such and not something pretending to be practical and is not.

Miss Schane sang the songs for third and fourth grades.

She sang:

Thanksgiving Song.

Woodpecker.

Doll's Cradle Song.

Sweet and Low.

Orioles' Nest Song.

How Do Robins Build?

The Argument.

Under the Greenwood Tree.

Day and Night.

The teachers joined Miss Schane, and all sang "Sweet and Low." It was very beautifully sung, and quite appropriate, as the waves kept time to the voices.

The play, "The Burning of the Peggy Stewart," was the next.

Miss Wiedefeld said:

"One of the best ways to round up our work in history is by means of the history play. It might come as a review, or it might serve as a motive for the history study. A great deal of real history study is done while gathering the data which goes to make the play.

"This play was arranged by the teachers of the Annapolis school, and I had hoped that they would come and tell us how they had collected their data, how the play evolved, and play it for us as if they were fourth-grade children, but they were not able to do this.

"So I have gotten together some of the teachers, and borrowed some children, who will give the play for us.

"You will not see a finished performance, as you would not want to see a perfect play in your school. That is not our aim.

"We are not aiming to make finished artists, actors of our children, but rather to make use of the dramatic instinct, the cry for expression, which is so strong in each of them.

"I should say we defeat our purpose as an educational work when we hire costumes for these plays. Such costuming as can be collected or made by the children is of value, and I should say it is alright to hire costumes when, at the end of its performance as a school lesson, it might be given for public entertainment.

"These young ladies now are going to play that they are fourth-grade boys and girls, and play 'The Burning of the Peggy Stewart'."

The following ladies took the parts:

Misses Margaret Coe, Margaret Schane, Annie Conners, Leah Morgan, Alfreda Iglehart, Ruth Grocharzo, Margaret Everist, Carolyn Coe, Lillie Compton, Harriet Kerchoff, Edith Scott, Etha Franty, and little Miss Claire DeRussey.

Miss Franty announced the play:

"We have written this play ourselves and we hope you will like it.

"We took the subject matter from our history lesson and using it for the theme, wrote the play in our language periods.

"We have not been able to get scenery or costumes, so you will have to use your imagination.

"The people are dressed in the Colonial fashion of 1774."

ACT I.

THE INN, ANNAPOLIS.

CITIZEN: So George III thinks we'll pay the tax, eh?

CITIZEN: That he does, sir, but he does not know that when we say a thing we mean it.

CITIZEN: Just look at the situation. The King and Parliament are taxing us. Everything that is brought into the colonies has to pay a tax to the king. We ought to pay taxes and we are willing to pay them to our government, but we have a right to say what kind of taxes we will pay and how great they will be.

CITIZEN: I, for one, am beginning to despise our Mother Country. Maryland is strong enough to take care of herself. Just look at what England has done. Parliament has passed the Stamp Act. We were supposed to put a stamp on all documents, legal papers—even on newspapers. But what did we do? The whole country cried out against the injustice of it. In some places where the stamps actually landed, the people made bonfires of them and, you remember how we drove the agent, Zachariah Heed, out of the colony.

CITIZEN: The King was cunning though. What did he do but repeal the Stamp Act, only to put new duties on tea and other articles, but we refused to pay even these taxes. Now only tea is taxed, but we'll have none of that even, much as we love it!

CITIZEN: All of us feel the same about it. King George must understand that we'll fight and die before we give up our liberty.

CITIZEN: James Otis has given us the slogan "Taxation without representation is tyranny."

CITIZEN: Patrick Henry of Virginia fired all hearts with his eloquence when he said, "Give me liberty or give me death!"

CITIZEN: Samuel Adams and the people of Boston, as well as all of us, have agreed to eat nothing, drink nothing, wear nothing that comes from England.

(Song or short poem showing spirit.)

CITIZEN: Now the king thinks that he can force us to pay the hated tax, because we can get it cheaper, but it is not the tax that we are fighting, but the principle of "taxation without representation."

CITIZEN: We are not afraid. Our sister colonies resisted. We can have a "tea party" like Boston, if we choose, or get rid of it in some way.

CITIZEN: (Rising and leading the way to the door and summoning the others to follow.) It is time for us to act. We'll keep a close lookout on all owners of vessels and watch the harbor. Come, let us to our homes and be prepared to act. (Boastingly.) Pay a tax to King George! We'll see!

All retire with loud hurrahs. "Down with the king! Down with the king! Liberty or death! Hurrah! Hurrah!"

ACT II.

Place the same, several days later. People dancing.

CITIZEN: (Whispering.) Hist! Ye liberty-loving people. I have news, news for you all! A brig, the Peggy Stewart, owned by our townsman, Anthony Stewart, has sailed into the harbor with a cargo of tea, two thousand pounds I am told. (The assembled crowd ejaculates, "Infamous! Infamous! We'll not have it!")

CITIZEN: (The same.) Silence! Hear me patriots! I am told that Mr. Stewart has paid the duty and *he* a member of the non-importation society.

CROWD: Hang him! Hang him! The villain!

CITIZEN: We'll make Anthony Stewart eat his own signature. Concerted action *must* be taken at once. We'll have revenge. To be tarred and feathered is too good for him.

(Exeunt all, cheering.)

SCENE II. A few days later. Place the same.

Enter two citizens greatly engrossed in conversation. One addresses the other: Still we are not satisfied. The proceedings of the meeting only enrage us. Anthony Stewart's apology is not enough. The hateful tea is still there and the ship that brought it over. We must get rid of both.

(While the citizens are thus speaking, loud sounds of horses' hoofs are heard approaching.)

CITIZEN: Hark! What means that mad gallop? Let us investigate. Sh! (Drawing back.) I can hardly believe my eyes! It is Major Warfield with some of the Whig Club. Their very expressions show that they mean business.

CITIZEN: See on their hats! What are those words flashing as they pass by? Ah! "Liberty or Death!" Let us follow.

SCENE III.

Enter Major Warfield and followers quietly. Ah! Here we are.

(The men proceed to erect a scaffold to show their determination and, if necessary, to use it, while Major Warfield and a few of the party, after several loud raps on the door summon Anthony Stewart in loud tones. Mr. Stewart appears and the unexpected sight fills him with terror. Major Warfield gives no preliminary address. In a commanding voice he calls, "Mr. Stewart, you must accept one of two propositions; either go with me and apply the torch to your own vessel, or hang before your own door.")

MR. STEWART: (Terror-stricken, eyes the men with set teeth, glances at the words on their hats, and takes in the meaning of the scaffold. His reply is short.) I'll go. (The march to the harbor begins.)

SCENE IV.

(Crowds, flocking the shore, watch the proceedings.)

CITIZEN: There is the Peggy Stewart at her moorings. Mr. Stewart is aboard already. Where is he going? Ah! He is running her aground. There! She is stuck fast on Wind Mill Point.

CITIZEN: And Mr. Stewart is applying the torch! (Loud hurrahs from the assembled crowd.) Liberty or Death! Liberty or Death!

CITIZEN: This is a sight fit for a king. The flames lick her side gleefully. She is half consumed. (All the while the spectators cheer.)

CITIZEN: She is nearing the water's edge. There! It is all over. (This citizen rallies the crowd.) So perish all injustice. We acknowledge no king. The king is a traitor to us. He has become our enemy and we must be his. "Liberty and Independence—or death in pursuit of it" is our motto.

(Tableau showing the burning in the distance with the throng cheering and hurrahing.)

The young ladies, wearing the ruffled dresses, very much like those of Colonial days, and others carrying the Colonial hats, which they had bent into the three-cornered shape, made a very pretty picture as they gracefully danced the stately minuet.

The tableau at the end of the play was very good. You could easily imagine a burning ship outside the windows of that pavilion on the ocean as they talked of it.

Not only those who wrote the play, but those who played it, and those who saw it played, learned a history lesson—"The Burning of the Peggy Stewart."

In the absence of Miss Armstrong, Miss Harriet Kerchoff gave the work in Folk Dancing, and those who left early missed a very valuable part of the program.

Miss Kerchoff told about the games, and danced them herself in a way that made all want to join her.

Some of the teachers who played in the drama also took part with Miss Kerchoff.

She said: "I am very sorry Miss Armstrong was unable to be present today, and for me to take her place is impossible. However, I'll do my best and give you a few games that I have found very effective as rest games, both socially and physically.

"There is an old saying, 'All work and no play makes Jack a dull boy,' and as our work is to fit Jack for life, we must associate the play with the work.

"Folk games and dances tend to make children graceful, making the muscles long and round, while mere physical training makes them rather large and hard.

"This morning I shall give you a few of the many games that I have found most interesting to children.

"I have arranged them in order of the season to which they are appropriate, although many can be used all through the year:

Fall:

Nursery rhymes—dramatized.

Play—I See You.

Round We Go.

Grandma's Dance.

Squirrel.

Indian Games.

Winter:

Jenny Jones.

Shoemaker.

Soldier songs.

Gay musician.

London Bridge.

Spring:

Windmill.

Hey Little Lassie.

Weasel Bug.

Today's the First of May.

In the Spring."

Miss Kerchoff showed how many of these games which are to be played in the yard, or in a large space, can be adapted to the classroom and be played in the aisles.

She explained that in some games, where only a certain number of children take part, the other children should participate in some way—they might do the singing or keep time for the dances.

No lesson is complete without summary, and so, following the lesson Miss Isobel Davidson gave a very comprehensive resume of the work.

At the business meeting which followed, officers were elected for the coming year.

Miss Ella V. Krieg, Frederick, was elected Chairman, and Miss May C. Hill, Salisbury, Secretary.

The meeting was then adjourned.

A RESUME OF THE CORRELATION OF STUDIES.

Isobel Davidson, Superior Primary Grades, Baltimore Co. Schools.

At one time in the history of educational progress correlation was a term so new and untried, its meaning so hazy, that many of the experiments were laughable enough, and brought adverse criticism from those opposed to modern movements. The pendulum always swings far; some ideas are much overworked, or misinterpreted by well-leaning but misguided enthusiasts, but in time back again comes the pendulum. Those who have caught the true vision and have learned what is good and what is chaff through experiment hold to the truth with earnestness.

Correlation needs no defense today because it has long since been accepted by us all, in theory if not in practice. We know that one idea is strengthened by its co-relation or association with another nearly related to it. Our psychology and our child-study has helped us to realize the necessity of obeying the law of association in the process of learning. We need to have many hooks upon which to hang ideas, and these are best recalled when nearly related to each other in some significant way. Co-relation of studies has within it the human desire for unity, and it is this desire to unify bits of knowledge which makes co-relation so interesting a problem to the really alive and wide-awake teacher. Sequence of subject matter is always to be recognized but considered rightly each subject in its sequence dovetails nicely with every other, for that is the way of life out of which our curriculum grew. Now-a-days we aim to leave no topsy turvy patch-work quilt in the child's mind, but to help him to weave a better pattern for immediate as well as for future use.

So in this study of Maryland presented so successfully by each participant we find many facts arrayed from different viewpoints. We cannot but agree that the whole is strengthened by this unity, this unified presentation which makes a coherent whole rather than a chaotic mass, in the minds of the hearers. What is it that helps us to carry these facts? Nothing more than this thread of correlation. In the old days the student made his own connections, hit or miss; today, we train in *organization* so facts and ideas may be ready upon call.

The question arises, how can subject matter be correlated to the best advantage? And this, I take it means best advantage as related to the children's needs. Here we come to a term not so ancient in its history as correlation—the *problem*. Yet this is the gist of the whole matter. If we can find a problem growing out of a real situation or at least real to the children in their eager interest to attack it, we have found the heart, the thread of co-relation. Without this, correlation is flat, meaningless, and all but useless as far as the children are concerned. We may make the finest kinds of correlated plans but without the situation made real through a significant problem, it fails its highest purpose. In the history and geography presented you find several problematic situations thrown up for discussion and study, such as "Why is Maryland a Good Place to Live?" "Why Do We Celebrate Maryland Day?" "Why is Carroll Park Still Preserved?" "Why is the Key Celebrations?" The question always comes: Is the problem large enough? Does it reach out until it touches vital things necessary for children to know? If one has a sufficiently deep and comprehensive grasp upon subject matter it will be found that if once you can make a beginning with real situations, keeping your large problem in mind, all things will be added unto you. No matter where you begin or start, "All roads lead to Rome." So here. If I were attempting to present a study of Baltimore Town to some children my beginning would be determined by some significant thing in the environment. Take for instance Lafayette Square as a starting point. Why not? Begin with it as it is today, go back to the past, how it received its name; the story of Lafayette; Baltimore as it was in the days of his visit here, back then to its beginning, etc., then forward again to the present. Or one might begin with an old signboard, a monument, a building. The end is the same. The road by which you arrive differs only according to your environment and children's needs and capacities.

One might call this by still another name—a comparatively new term in these later days—motivation. The best teachers have always motivated the work. The science of teaching is gradually forming intelligible vocabulary. What does this newest term in the history of educational progress signify? Expressed in very simple term, it is taking the children into one's confidence, letting them know their destination as well as ourselves and securing co-operation through interest. The end as well as stops along the way take on a new significance. Immaturity is not a fault. It is a sacred appeal to rational teaching. Rational teaching demands just this: That we suit our mental food to the capacities of our children; that we use interest as a means to an end; that we link our purpose with the child's purpose. By recognize or of the underlying thread of unity in all phases of the curriculum we can attain our aim.

Emerson's "Nothing is good or fair or good alone,
All are needed by each one."

should be the teacher's watchword, for geography, history, reading, language, literature, music, drawing, manual arts, are but school nomenclature through which we aim to interpret life to the child, and constantly we seek to establish an intelligible and workable unity in all this diversity.

Let us look at the history of Maryland presented so ably in the discussion. Facts are fixed through the presentation of a co-relation of ideas, a good time to teach geography is in connection with history. These facts are not only made clear through simple discussion based upon questions proposed by both teacher and children, but through various kinds of motor activity, manual work, drawing, games, often by debates—the finest kind of oral composition, for here you have true motivation. Each competitor desires to win through the logical array of facts and works consciously to gain in clearness, orderly arrangement, accurate and truthful statement, and lastly, effective speech. He feels the responsibility not only for himself but for his constituents, so there is a double spur to best effort.

Preparation for this occasional and interesting exercise is made in daily work by the insistence upon oral summaries of the points made in the lesson. This leads to logical thinking, orderly arrangement, and forceful expression, indeed, it trains the children to talk coherently and to the point, giving that power to "talk upon one's feet" with ease, so much desired by all of us. Oral composition is stressed also in the dramatic presentation of some historical event. Here the co-operation of the class in producing the play has many recognized values. Mind rubbing against mind develops a consciousness of choice of words and phrasings, and confidence in ability to make thoughts known. It conduces to clear thinking and fluency of speech under the stress of the dramatic presentation. The dramatic effort has a fine reaction upon the participants. What child will forget the details of the "Burning of the Peggy Stewart" or the "Settlement of Maryland" who has taken part in the making of the play, in acting a part in the construction of the costumes, in acting as stage manager or scene shifter, or even the prompter? The dramatic effort—"The Play's the Thing"—helps to develop a spirit of comradeship, of give and take, of true appraisal of worth, as well as giving opportunity for language and oral expression. History as well as literature needs its illumination.

But let me return to oral composition once again, for there is still another bit to be considered—even in connection with the history of Maryland—the poem, the rhythmic melody made by the children. Children of all ages delight in versification for there is something satisfying in the recurrence of the rhyme and meter to most of us, and while many children have little confidence in their poetic, rhythmic power, yet, just as in the class resume or the dramatic play, co-operation develops faith and a kind of joy which blossoms often into individual song. In the olden days of long, long ago, sages were sung and recited by the singers, the troubadours, as the people gathered in the great hall or

around the campfire. Great events in the history of the times were thus kept fresh in the memory of the people. So should our children have a touch of that same spirit and sing their sages, their hymns of the deeds of their fathers. Take the poetic rendering of *The Ark* and *The Dove*. The story lends itself to this treatment. My firm belief is that prosaic, material minded Americans with their eyes upon the dollar need just this dynamic, though faulty work, to help them to feel the beauty of poetry. For what one of us will not look at a piece of work done by a master workman with more keenness and relish when we have ourselves made the attempt? So even versification has its place in oral composition.

But oral composition prepares for written. Unfortunately the school finds it necessary to utilize this form before children have gained freedom and ease through much oral work. Still it is necessary to make records of facts gained in the form of class efforts, in individual reports, in outlines, in class dramas and poems. History and geography notebooks are essential factors in the work of third and fourth grades and emphasis should be placed upon organization of ideas to aid recall.

Still another means for clarifying facts has been shown in the use to which manual arts and drawing may be put. Certainly the written record takes on a new significance when illustrated by the child's own handiwork, whether design or objective or illustrative. An artistic appreciation can be developed through a collection of historical and geographical pictures made by both teacher and children. A Maryland portfolio would be a good piece of co-operative work for a class, and yields one hundred per cent in return. The old manors of Maryland, the historic spots, the old churches, famous men and women of the State, past and present. What a good time one could have! And incidentally, how much one could learn!

Sandtable work with suitable construction in cardboard is not amiss for third and fourth grade children and serves a very worthy end. It should precede the mapwork which of course is a necessary adjunct to all history and geography teaching.

We have been shown that strength lies in union of forces along the lines of history and geography—these two merged into one, for after all in life one is not differentiated from the other, but both aspects of an experience, and therefore belong together in the children's minds. We also see language takes on a new significance, whether oral or written, when used to unify knowledge, to gracefully communicate ideas. Also that pictures and illustrations help to make alive the word, as well as to develop aesthetic appreciation. Just another means to make clear what is sometimes but a meaningless symbol!

There is still another means for fixing historical and geographical data, particularly the latter—arithmetic. A subject which we usually think as having a field all its own, but as has been so admirably shown, arithmetical problems can grow out of the trades, occupations, and activities of our own state quite as well as out of somewhere and no-

where in particular, certainly to the advantage of the learner. For here we have motivated work. We will always find that a rational problem brings with it real motivation, not something imposed upon the children by the adult altogether, but something coming from within their own comprehension and experience.

Nor should one forget the value of music and dancing, both rhythmical, both enhancing the quality of life. Each of these has been emphasized as an art in relation to school activity. The time has long since past when anyone questions the validity of any of the arts as a means to self-expression. We as older children have come to believe in these for ourselves as well as for the children. Hence why so many classes and clubs for adults along various art lines? It is that the human being is ever seeking to realize ideals in daily life.

In conclusion, let me say, once finding a real problem in whatever field you may choose to call it, seeking then to emphasize relationships through co-relation of ideas, strengthening the impressions through the application of all the arts, we believe that through this rational unification we are coming nearer to our realization of what education means. Half flippantly and half seriously: "Education used to be for the purpose of enabling a man to manage others. Now we believe it is for the purpose of making a man able to manage himself." You may recall what Nicholas Murray Butler says are the five tests of an education, viz: to think, to do, to speak the English language correctly and gracefully, to have good manners, to co-operate with one's fellows—in short, to be socially efficient. It will take the whole of life to compass it, no doubt. Yet we will aid if we make use of that marvelous unifying power of the mind in our teaching of language, history and geography. It simply requires a certain freedom from convention, the courage of our convictions and common sense, the bringing into the schoolroom some of the sensibleness of the home and playground. We have faith born of experience that the thread of unity, called correlation, will live the abundant life.





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